

Development of group counseling guideline using modeling technique to enhance self-management

Maria N. Loban* | Merita F. Naisanu | Lebrina T. Solle

Institut Agama Kristen Negeri Kupang, Indonesia

Correspondence Email: lobanmelly@gmail.com*

Keywords

Group Counseling; Modelling Technique; Self Management

Abstract

This research aims to produce a group counseling guideline using modeling technique to improve self-management. The method used in this research is the research and development method. This guidelines was validated by two expert validators with a background in guidance and counseling and languages, as well as by one practitioner validator with a background in guidance and counseling education. The sampling technique used was purposive sampling which was adapted to the research objectives. The number of samples in this study was 5 people, adjusted to the number of counseling group members, namely 2-8 people. Group counseling using modeling techniques to improve self-management consists of seven counseling sessions. Each session in group counseling uses modeling techniques with live models and symbolic models. Each group counseling session is directed to achieve indicators in self-management namely *self motivation, self organization, self control, self development*.

INTRODUCTION

Self-management refers to a person's ability to manage their own life goals. A person with effective self-management is able to know themselves, set priorities in their lives, exercise good self-control, and identify goals or aims to pursue. Self-management is crucial in students' lives since it can have an impact on all aspects of life. Based on the results of a study conducted on 71 respondents aged 21-29 years, it is known that students have varying levels of self-management, with 17% in the high category, 75% in the medium category, and 8% in the low category. Self-management has a significant effect on academic procrastination (Siregar et al., 2022) and affects student learning achievement (Sumanggala et al., 2021).

Masi et al. (2022) used a multimethodology research method to describe the relationship between self-awareness and self-management in 58 students. The study's findings revealed that good self-management helps students motivate themselves to achieve their goals, manage their thoughts, time, energy, self-abilities, discipline, and self-control, and develop themselves optimally. This is demonstrated by students' abilities to organize their study time, concentrate on lectures, complete assignments efficiently, and handle their finances. Good self-management can help people regulate their behavior (Elvina, 2019), prevent juvenile delinquency (Retnowulan & Warsito, 2013), and improve learning

discipline ([Anjani et al., 2020](#)). Someone with strong self-management skills can also be successful ([Claro & Loeb, 2019](#)).

Several studies show the influence of both high and low self-management. Low self-management promotes poor student learning habits ([Reba et al., 2021](#)) Low self-management is characterized by behaviors such as minimal independent learning or never doing it, rarely studying textbooks, inability to control oneself, behavior, thoughts, and feelings, less rational considerations and less able to direct oneself, less effective learning habits, and a lack of realistic and objective attitudes when assessing situations. Various obstacles and problems of students including low self-management require appropriate intervention. Appropriate handling can prevent and solve student problems. Therefore, intervention is needed through targeted guidance and counseling service strategies.

The purpose of this study was to create a group counseling guide using modeling techniques to improve self-management. Someone who has difficulty managing time and determining priorities feels that they have low abilities compared to others, and others who have similar behaviors will be given intervention through group counseling. Counseling, as one of the services offered in higher education, is often regarded as essential for resolving students' obstacles. Counseling in higher education began in the 1940s and has continued to this day ([Fenske, 1989](#)) in [Gladding \(2012\)](#). The availability of counseling services in higher education, supported by reliable professional staff, is thought to be a determining element in the effectiveness of implementing guidance and counseling services in higher education ([Taneo et al., 2022](#)). The counseling services are separated into four categories: personal, social, learning, and career. Counseling services can be provided individually or in groups.

Group counseling is one of the options available to help people solve their difficulties in a group setting. Group counseling can be done in a variety of ways, including the modeling technique. Modeling is one of the concepts of social learning theory developed by Albert Bandura. Modeling is the practice of learning by observing others. There are three types of modeling: overt modeling (live models), which occurs when one or more people demonstrate the behavior to be learned; live models (living examples), such as professional counselors, teachers, or peers; and symbolic modeling, which depicts target behavior through video or audio recordings ([Erford, 2017](#)).

Various studies have been conducted related to modeling techniques. [Nurhidayah et al. \(2022\)](#) using pretest and multiple design designs explained that Cognitive Behavioral Therapy (CBT) group counseling with symbolic modeling and role-playing techniques is effective in increasing self-confidence. Further research was conducted using the one group pre-test post-test design experimental research method conducted on students of UIN Sunan Kalijaga Yogyakarta and the results of the study showed that group counseling using live modeling and symbolic modeling techniques was proven to be effective in reducing career anxiety in final year students ([Nurhidayah et al., 2022](#)) and improving career planning ([Adiputra, 2015](#)). Modeling techniques enable people to learn to observe behavior, internalize positive conduct, and transform negative behavior into positive behavior.

Based on various theoretical reviews and phenomena in the field, proper interventions are required to answer the needs in the field; hence, group counseling guide is necessary. The guide will explain how to perform group counseling using modeling techniques to increase self-management.

METHODS

Research Design

This study used the Research and Development (R & D) research and development procedure. The product developed in this study was group counseling guidelines using modeling techniques to improve self-management. The development of the guidelines used the development model proposed by ([Sugiyono, 2017](#)) with ten stages, namely: 1) potential and problems; 2) data collection; 3) product design;

4) design validation; 5) design revision; 6) product trial; 7) product revision; 8) usage trial; 9) product revision, and 10) mass production.

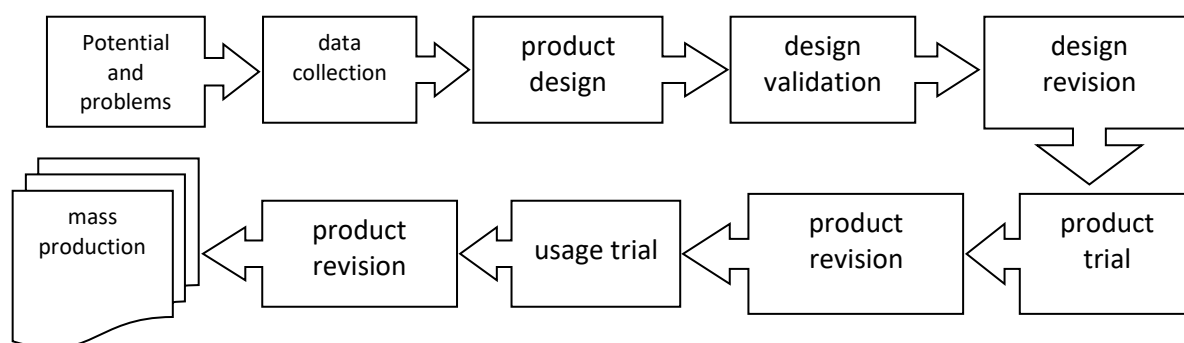


Chart 1. Research and Development Design (Source: Sugiyono, 2017)

Development Procedure

The guide development procedure is divided into three stages:

- The pre-development stage involves gathering information about the background of the guide development, which is done through a needs assessment to determine the importance of group counseling using modeling techniques to improve student self-management. This stage is divided into two parts: conducting a literature review and gathering information;
- The development stage is the activity of preparing a draft of the guide; and
- The post-development stage is the trial stage, which includes 1) assessment by experts and 2) assessment by practitioners (college counselors). Product trials by users are conducted to gather information in the form of recommendations, replies, and criticisms from experts and practitioners, which can be used to improve the product. Following the expert exam, there will be three product trials and four usage trials.

Research Instruments

Data was collected using self management instrument containing 45 items consisting of four aspect namely *self motivation*, *self organization*, *self control*, *self development*.

Product Trial Phase

This research's population consisted of 106 students enrolled in the guidance and counseling study program for the academic year of 2022/2023. Purposive sampling was used with parameters adjusted to the research objectives. The number of samples in this study was 5 people, which was adjusted to reflect the number of group counseling participants, which was 4-8 people.

The research design is one group pretest-posttest design. The research instrument is a self-management scale stated through statement items and has been tested for validity and reliability. The data collected were analyzed qualitatively and quantitatively. The data in the form of comments, suggestions, and criticisms were analyzed qualitatively, while quantitative data were analyzed by scoring the results of the guide test. The criteria for assessing the guide are as follows.

$$\text{Assessment: } \frac{\text{Total Score}}{\text{Maximum score}} \times 100 = N$$

Criteria of Validity	Level of Validity
81,0% - 100%	Very Suitable/ very appropriate
61,0% - 80,9%	Suitable/ appropriate
41,0% - 60,9%	Quite Appropriate/Quite Appropriate
21,0% - 40,9%	Not Appropriate/Not Appropriate
0%-20%	Inappropriate/Inappropriate

Table 1. The Eligibility Criteria Guide

The collected data were analyzed qualitatively and quantitatively. The data in the form of comments, suggestions, and criticisms were analyzed qualitatively, while quantitative data were analyzed by scoring the results of the guide test.

RESULTS AND DISCUSSIONS

The guideline has been developed and validated by guidance and counseling professionals, language specialists, and guidance and counseling practitioners. The validation results can be found below.

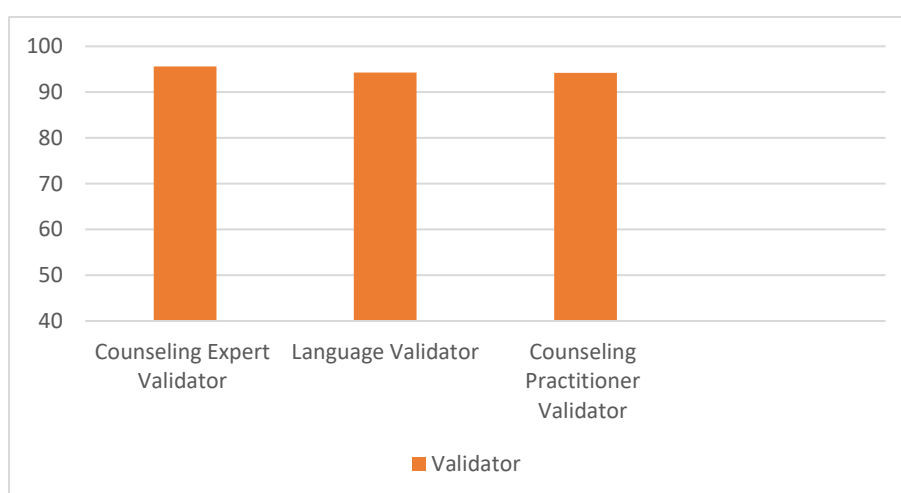


Chart 1. Guideline Validation Results

Based on the validation results graph and the guide's eligibility criteria, it is possible to conclude that this guide is appropriate or precise and can be tested on research samples. Descriptively, the validation outcomes of the guide are as follows.

Expert Validator	Total Score	Comments/Suggestions
Validator 1	95.6 (Very Suitable/ very appropriate)	The guide is clear and covers group counseling procedures. Note: Please avoid using symbols and instead use numbers or letters.
Validator 2	95 (Very Suitable/ very appropriate)	This model may be an alternative for offering counseling services. The implementation steps are simple to understand and follow. This guide represents a new approach to group counseling services. The rationale might help to highlight the importance of creating a group counseling guide. Each stage of group counseling can be divided on a new sheet.
Validator 3	94 (Very Suitable/ very appropriate)	The language used is fairly acceptable; nevertheless, the use of punctuation and typos should be revised.

Table 2. Expert Validation Results

The product trial was conducted on 5 students. Students were given a counseling simulation of 2 counseling sessions and provided input or suggestions on the counseling session. The results of the product trial can be seen in the following table.

Responden	Total Score	Comments/Suggestions
Responden 1	87 (Very suitable / Very appropriate)	Before playing ice breaking, the group leader needs to provide examples/ simulation
Responden 2	90 (Very suitable / Very appropriate)	This guideline provides an opportunity for group members to freely express their opinions within the group
Responden 3	88 (Very suitable / Very appropriate)	Videos shown in group counseling need to be repeated so they are better understood
Responden 4	85 (Very suitable / Very appropriate)	The group leader can explained the purpose of the game clearly
Responden 5	91 (Very suitable / Very appropriate)	The guideline makes it easier to carry out group counseling, because it explains the activities of each session

Tabel 3. Product Trial Results

Based on the results of expert validation, and practitioner and respondent validation, there is an improvement in the hypothetical guideline. The guidebook produced uses the Research and Development (R & D) development stages (Sugiyono, 2020). The product of this research is a group counseling guidebook using modeling techniques to improve self-management. Based on the development stages, a group counseling guide was compiled related to aspects of self-management, namely self-motivation, self-organization, self-control, and self-development.

The visualization of the guidebook can be seen below.

No	Information	Visualization
1	Guidebook Cover	Konseling Kelompok Menggunakan Teknik Modeling Untuk Meningkatkan Self Management 

No	Information	Visualization
2	List of Contents	Daftar Isi Kata Pengantar i Daftar Isi ii BAGIAN 1 Model Konseling Kelompok menggunakan Teknik Modeling untuk Meningkatkan <i>Self Management</i> 1 1. Rasional 1 2. Kajian Teoritik 4 ➤ <i>Self Management</i> 4 ➤ Konseling Kelompok 7 ➤ Teknik Modeling 10 BAGIAN 2 Panduan Konseling Kelompok menggunakan Teknik Modeling untuk Meningkatkan <i>Self Management</i> 11 1. Sasaran Panduan 11 2. Ruang Lingkup Panduan 12 3. Tujuan Panduan 13 4. Tahapan Konseling Kelompok menggunakan Teknik Modeling 14 ➤ Tahap Permulaan (<i>Beginning Stage</i>) 15 ➤ Tahap Transisi (<i>Transition Stage</i>) 17 ➤ Tahap Kerja (<i>Working Stage</i>) 30 ➤ Tahap Akhir (<i>Termination Stage</i>) 70 Daftar Rujukan Lampiran Profil Penulis
3	Content of Guidebook	Model Konseling Kelompok Menggunakan Teknik Modeling Untuk Meningkatkan <i>Self Management</i> Model ini adalah model Konseling Kelompok Menggunakan Teknik Modeling Untuk Meningkatkan <i>Self Management</i>. Model ini terdiri dari tiga kajian teoritik yaitu <i>self management</i>, konseling kelompok dan teknik modeling. 1. Rasional <i>Self management</i> merupakan kemampuan seseorang untuk mengatur dirinya sendiri dalam mencapai tujuan hidupnya. Seseorang yang memiliki <i>self management</i> yang baik mampu mengenal dirinya, membuat prioritas dalam hidupnya, memiliki kemampuan pengendalian diri yang baik, menentukan tujuan atau target yang ingin dicapai. <i>Self management</i> memiliki peranan penting dalam kehidupan mahasiswa karena dapat mempengaruhi setiap aspek hidup mahasiswa. Mahasiswa memiliki <i>self management</i> yang bervariasi yaitu sebanyak 17 % berkategori tinggi, 79 % berkategori sedang, dan 8 % berkategori rendah dan <i>self management</i> berpengaruh signifikan terhadap prokrastinasi akademik (Siregar et al., 2022) juga berpengaruh terhadap prestasi belajar mahasiswa (Sumanggala et al., 2021). <i>Self management</i> yang tinggi akan diikuti penurunan stress kerja dan semakin rendah sebaliknya <i>self management</i> yang rendah akan menyebabkan stres kerja yang tinggi (Pertivi, 2018). Mahasiswa yang memiliki <i>self management</i> dapat memaksimalkan diri di kampus, berbagi tugas dan memiliki prioritas yang harus diselesaikan lebih dulu (Ningtyas, 2012).

Table 4. Visualization of Group Counseling Guide using Modeling Techniques to Improve Self-Management

Based on the validation results of the group counseling guide utilizing modeling techniques, it can be concluded that this guide only requires minor adjustments before being tested. The validated guide was evaluated on five members of the group counseling.

This guideline consists of two parts; part one is the Group Counseling Model using modeling techniques to improve self-management which contains rationale and theoretical studies on self-management, group counseling and modeling techniques. Part two is the Group Counseling Guideline using modeling techniques to improve self-management which contains the target of the guideline, the scope of the guideline, the purpose, the stages of group counseling using modeling techniques; the beginning stage, the transition stage, the working stage, and the termination stage.

Group counseling using modeling techniques to improve self-management consists of seven counseling sessions. Session 1; to form groups and convey procedures for implementation group counseling. Session 2; helps group members to recognize and resolve disagreements, tensions and conflicts. Session 3; group members understand self-management, and identify difficulties. Session 4; increases self-motivation and self-organization of group members. Session 5; increases self-control. Session 6; increases self-development. Session 7; ends the group counseling session, realizes daily life plans. Each session in group counseling uses modeling techniques with live models and symbolic models. Live models means that group members can learn new behavior from someone directly, while symbolic models means that group members can observe and learn new behavior through short videos that have been prepared. This guideline is also equipped with a form of willingness to participate in group

counseling, group norms, homework and new behavior plans. Each group counseling session is directed to achieve indicators in self-management.

Self-management is an important part of a person's life because it has an impact on other areas. Students with self-management skills can make the most of their time on campus by sharing responsibilities and setting priorities (Ningtyas, 2012). Furthermore, self-management has an impact on self-efficacy, academic achievement/learning achievement, and learning motivation (Al-Abyadh & Abdel Azeem, 2022; Noviandari et al., 2021; Oka et al., 2023), as well as increasing learning discipline (Lubis & Daulay, 2022) and decreasing aggressiveness (Jaeti & Suwarjo, 2022). Self-management can be used as a process of achieving independence (personal autonomy). Self-management allows a person to regulate their behavior, words, and ideas in order to urge themselves to avoid harmful things and increase positive and proper actions (Jazimah, 2014).

Group counseling is one of the services available to help people improve self-management. Group members learn to notice new behaviors, make decisions to establish new habits, and assess them collectively in group counseling utilizing modeling techniques. Modeling techniques aim to learn information about new behaviors, to carry out new behaviors indicated by models or figures, and to change one's way of expressing oneself (Sutama et al., 2014).

Group counseling guide using modeling techniques to promote self-management are compiled and created to address problems in the field identified by the distribution of the self-management scale. This guide uses live modeling and symbolic modeling (Loban & Naisanu, 2023). Group counseling employing modeling techniques was developed in accordance with development standards. Each group counseling session aims to achieve aspects of self-management (Rahman, 2022), namely self-motivation, self-organization, self-control, and self-development (Sumanggala et al., 2021).

Modeling-based counseling can be used as an intervention to optimize client development by minimizing bullying behavior (Diastrimarina et al., 2023), increasing self-efficacy (Noviyanti et al., 2023), increasing emotional intelligence (Indrayani et al., 2023), and increasing self-regulated learning (Simanjuntak & Lestari, 2023). Group counseling with modeling techniques can also help students develop their social skills (Ardila et al., 2019).

Group counseling, established through various approaches or methodologies, is carried out to meet client demands, as well as an innovation in offering counseling services, allowing clients to grow optimally. Group counseling employing modeling techniques has been shown to improve self-management. Clients or group members can learn to listen, share their thoughts, care, and empathize by participating in group settings. They can also learn how to develop interpersonal interactions with other group members (Loban, 2020).

CONCLUSION

The group counseling guide using modeling techniques to improve self-management is divided into two parts: the first is "Group Counseling Model using Modeling Techniques to Improve Self-Management" and the second is "Group Counseling Guide using Modeling Techniques to Improve Self-Management." Modeling approaches are implemented using both live and symbolic modeling. Based on the pretest and posttest results, it is possible to conclude that self-management has improved by 42.4% on average. As a result, the Group Counseling Guideline using Modeling Techniques is beneficial in improving self-management.

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AUTHOR CONTRIBUTION STATEMENT

All authors conceptualize, write and agree this final version of this article.

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