



RESEARCH ARTICLE

The effectiveness of self-management training to improve the discipline of students during post covid-19 pandemic

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Abstract: This study aims to examine the effectiveness of self-management training in improving student discipline at the Tarbiyatul Muttaqin Islamic Boarding School post Covid-19 pandemic. Using an experimental design with a nonequivalent control group, ten students were divided into two groups: an experimental group that received self-management training and a control group that did not receive any intervention. The self-management training comprised four stages: self-monitoring, self-analysis, self-change, and self-maintenance. The primary instrument used was a validated discipline study questionnaire. Data were analyzed using the Wilcoxon test to compare pretest and posttest scores. The analysis showed a significant increase in discipline scores in the experimental group after receiving self-management training. All participants experienced an increase in discipline. This study demonstrates that self-management training effectively improves student discipline through the processes of monitoring, analysis, change, and maintenance. These findings align with previous research showing the effectiveness of self-management training in enhancing student discipline. Practical implications suggest that self-management training can be implemented in Islamic boarding schools to address common disciplinary issues such as tardiness and failure to complete assignments. It is recommended that the positive outcomes from this research be further developed and applied in various educational contexts to enhance student discipline and academic performance. Further research with larger samples and randomized designs is needed to strengthen these findings.

Keywords: Self-management training, student discipline, Islamic boarding school, Covid-19 pandemic

INTRODUCTION

The Covid-19 pandemic has drastically altered many aspects of daily life, including the education sector. During this period, learning activities were primarily conducted online, known as Study From Home (SFH) or Distance Learning (PJJ). To address this situation, the Ministry of Education and Culture (Kemendikbud) issued Circular Letter Number 15 of 2020, providing guidelines for organizing learning from home during the Covid-19 emergency. This circular aimed to ensure the fulfillment of students' rights to receive educational services, protect education unit residents from the negative impacts of Covid-19, prevent the spread and transmission of Covid-19 in educational units, and ensure the fulfillment of psychosocial support for educators, students, and parents (Kemendikbud, 2020).

A survey conducted by UNICEF from May 18-29 and

June 5-8, 2020, via the U-Report channel (SMS, WhatsApp, and Facebook Messenger) revealed that students were eager to return to school. About two-thirds (66 percent) reported discomfort with learning from home, and the majority (87 percent) expressed a desire to return to school soon. However, half of the respondents believed it would be safer to return after the number of Covid-19 cases decreased. Most respondents (88 percent) were willing to wear masks at school, and 90 percent understood the importance of physical distancing if in-class learning resumed.

Online learning has had both positive and negative impacts. Positive aspects include time-saving, flexibility to learn anywhere and anytime, reduced transportation costs, easy access to materials, and improved IT skills. However, the negative impacts are notable, including underdeveloped student personalities, potential eye health issues from prolonged screen time, reduced seriousness in learning, lack of understanding of subject matter, decreased focus, and heavy dependence on internet connectivity (Erni, 2021).

Students in Islamic boarding schools faced more complex challenges. The online learning policy overwhelmed these students, especially those at Tarbiyatul Muttaqin Islamic Boarding School, who had to balance regular school subjects and religious studies. According to Turoya (2021), many students lacked personal communication devices, resulting in less information

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received during online learning, reduced class participation, and failure to submit assignments. Adequate communication tools and a high sense of discipline are essential for effective online learning. Without discipline, even students with their own devices faced negative impacts on their learning process, including reduced adherence to boarding school regulations like congregational prayers, school activities, and timely Quran recitation.

Discipline is defined as obedience to regulations (KBBI V, 2016). According to Fathurrohman & Sutikno (2013), discipline involves behavior that demonstrates an orderly attitude and compliance with rules and regulations. Discipline is crucial for maintaining order and success in the learning process. Ehiane (2014) stated that efficient discipline helps students achieve goals, expectations, and responsibilities. One effective way to enhance discipline is through self-management training. Prijosaksono (2003) emphasized that self-management is powerful and effective in changing individual behavior as desired. Yates's (1986) self-management theory highlights the ability to direct feelings, thoughts, and abilities to achieve goals, including increased learning discipline.

Research by Anjani et al. (2020) demonstrated that self-management training effectively improves student learning discipline. The intervention's effectiveness was evident from increased discipline scores, including rule adherence, self-control, compliance with learning rules, and responsible attitudes. The self-management training technique proposed by Yates (1986) involves four skills: self-monitoring, self-analysis, self-change, and self-maintenance. Sugiarto et al. (2021) also found that self-management training effectively improved discipline among high school students at N1 Sedayu. The intervention, conducted online via Zoom, utilized stages in line with Gie's (2000) self-motivation, self-organization, self-control, and self-development techniques.

Despite these findings, there is still a knowledge gap regarding the application of self-management training in Islamic boarding schools during the post-Covid-19 period. This research aims to fill this gap by investigating the effectiveness of self-management training in improving the discipline of students at Tarbiyatul Muttaqin Islamic Boarding School. By employing a quantitative experimental design with a nonequivalent control group, this research seeks to provide empirical evidence on the impact of self-management training on student discipline in a post-pandemic context.

METHODS

Design of Study

This research employs a quantitative experimental design utilizing a nonequivalent control group design. The choice of this design was intentional to facilitate a comparison between an experimental group and a control group, despite the non-random assignment of participants to each group. This approach is particularly useful in educational settings where random assignment may not be feasible due to practical or ethical constraints (Creswell, 2014). By comparing the outcomes of the experimental group, which received the self-management training, with the control group, which did not, the study aims to rigorously assess the effectiveness of the intervention in improving student discipline at the Tarbiyatul Muttaqin Islamic Boarding School.

Participants

The study involved 10 students from the Tarbiyatul Muttaqin Islamic Boarding School in Magelang, Central Java. These participants were purposefully selected to ensure that they represented a typical sample of students at the boarding school. The selection was non-random, reflecting practical constraints and the structured environment of the boarding school. Five students were assigned to the experimental group, which participated in the self-management training program, while the remaining five students were assigned to the control group. This assignment was based on criteria that ensured both groups were comparable in terms of demographic characteristics and baseline discipline levels.

The non-random assignment of participants, although a limitation, was addressed by ensuring that both groups were as similar as possible in key aspects. This design choice was crucial for maintaining the study's internal validity and ensuring that any observed differences in outcomes could be attributed to the intervention rather than pre-existing differences between the groups (Shadish, Cook, & Campbell, 2002). The experimental group underwent a structured self-management training program designed to enhance their discipline, while the control group continued with their regular activities without any additional intervention. This clear delineation between the groups allowed for a robust comparison of the training's impact on student discipline.

The quantitative nature of this experimental design provided a systematic way to measure changes in discipline levels through pretest and posttest assessments. By employing validated and reliable instruments, the study aimed to capture the effectiveness of the self-management training in a controlled and measurable manner (Creswell, 2014). This methodological rigor ensures that the findings can be generalized to similar educational contexts, providing valuable insights into the role of self-management training in enhancing student discipline.

Procedure

The research procedure was meticulously structured to ensure the validity and reliability of the findings. Initially, both the experimental and control groups underwent a pretest to assess their baseline discipline levels. This assessment was conducted using a discipline study questionnaire, which had been previously validated and tested for reliability, ensuring its appropriateness and accuracy for measuring discipline in the context of this study (Azwar, 2012). The pretest was crucial for establishing a baseline against which the impact of the intervention could be measured.

The intervention phase involved a comprehensive self-management training program for the experimental group. This training was divided into four distinct stages: self-monitoring, self-analysis, self-change, and self-maintenance, following the framework proposed by Yates (1986). Each stage was designed to build upon the previous one, providing students with a robust set of skills to enhance their self-discipline.

In the self-monitoring stage, students were guided to become aware of their current behaviors and identify areas needing improvement. This involved keeping detailed records of their daily activities and behaviors, which helped them recognize patterns and triggers of indiscipline. The self-monitoring stage aimed to foster a sense of self-awareness, a critical first step in behavior modification (Yates, 1986).

The self-analysis stage required students to analyze the information gathered during the self-monitoring phase. They were taught to identify the antecedents and consequences of their behaviors, which helped them understand the underlying causes of their actions. This analytical approach enabled students to pinpoint specific behaviors that needed change and to develop strategies to address them effectively (Prijosaksono, 2003).

During the self-change stage, students implemented the strategies developed in the self-analysis phase. This stage involved setting specific, achievable goals and employing techniques such as self-reinforcement and self-punishment to modify their behaviors. Positive behaviors were reinforced with rewards, while negative behaviors were discouraged through appropriate consequences. This stage was crucial for translating insights from self-analysis into tangible behavioral changes (Gie, 2000).

The final stage, self-maintenance, focused on helping students maintain the changes they had achieved. This involved developing long-term strategies to prevent relapse and sustain improvements. Students were encouraged to integrate the new behaviors into their daily routines and to use visual reminders and other tools to reinforce their commitment to discipline. The self-maintenance stage ensured that the gains made during the training were preserved and built upon over time (Yates, 1986).

After completing the intervention, both groups were subjected to a posttest using the same discipline study questionnaire administered during the pretest. This posttest aimed to measure any changes in discipline levels resulting from the intervention. Comparing the pretest and posttest results allowed the researchers to assess the effectiveness of the self-management training program in improving student discipline (Azwar, 2012).

Instruments

The primary instrument utilized in this study was a discipline study questionnaire, designed to comprehensively assess various dimensions of student discipline. The questionnaire evaluated rule adherence, self-control, compliance with learning rules, and responsible attitudes, providing a holistic measure of student discipline. This instrument had been previously validated to ensure its accuracy and effectiveness in measuring the intended constructs. The reliability of the questionnaire was demonstrated through a high Cronbach's alpha value of 0.85, indicating strong internal consistency (Azwar, 2012). The high reliability and validity of the questionnaire ensured that the data collected were robust and reflective of the students' discipline levels.

Data Analysis

The data analysis for this study involved using the Wilcoxon signed-rank test, a non-parametric statistical test suitable for comparing paired samples. This test was chosen due to the small sample size and the ordinal nature of the data, which did not meet the assumptions required for parametric tests (Sheskin, 2004). The Wilcoxon signed-rank test is particularly effective in detecting differences between pretest and posttest scores within the same group. The significance level for the analysis was set at $p \leq 0.05$, providing a threshold for determining the statistical significance of the observed changes. The primary goal of the data analysis was to identify any significant differences in discipline levels before and after the intervention in both the experimental and control groups. This analysis helped

in understanding the effectiveness of the self-management training on improving student discipline.

Control of Variables

To ensure the validity of the study's findings, several measures were taken to control potential confounding variables. All participants were selected from the same educational background, ensuring that they had similar academic and social experiences. This homogeneity helped in isolating the effect of the self-management training from other variables. Additionally, participants had similar schedules and responsibilities at the boarding school, which minimized variability in their daily routines and external influences on their behavior. Both the experimental and control groups received the same amount of contact time with the researchers, which was crucial in mitigating any differences arising from varying levels of interaction. This consistent interaction helped to ensure that any observed differences in discipline levels could be attributed to the intervention rather than differential treatment by the researchers (Shadish, Cook, & Campbell, 2002).

RESULTS

The study involved 10 students from the Tarbiyatul Muttaqin Islamic Boarding School, divided into an experimental group ($n=5$) and a control group ($n=5$). The experimental group underwent self-management training, while the control group did not receive any additional intervention. This division was essential to provide a comparative analysis of the intervention's effectiveness. The results of the Wilcoxon test on the effectiveness of self-management training to improve discipline in Pondok Tarbiyatul Muttaqien students are presented in Table 1.

Table 1. Results of the Wilcoxon test on the effectiveness of self-management training to improve discipline

Ranks	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	.00	.00
Positive Ranks	8 ^b	4.50	36.00
Ties	0 ^c		
Total	8		

Table 1 shows that the number of negative ranks is 0, indicating that no students experienced a decrease in discipline between the pretest and posttest. Conversely, the number of positive ranks is 8, meaning all subjects in the experimental group showed an increase in discipline scores after the intervention. The mean rank of these positive changes is 4.50, with a sum of ranks totaling 36.00. These results suggest a notable improvement in discipline following the self-management training. The Wilcoxon signed-rank test, a non-parametric test suitable for small sample sizes and ordinal data, was used to compare the pretest and posttest scores within each group. The criteria for a significant change were set at a p-value of ≤ 0.05 .

Table 2. Wilcoxon test Results

Test Statistics	Posttest – Pretest
Z	-2.521 ^b
Asymp. Sig. (2-tailed)	.012

Table 2 presents the statistical outcomes of the Wilcoxon test. The Z value of -2.521 and the asymptotic significance (2-tailed) value of 0.012 indicate that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This demonstrates that there is a statistically significant difference between the pretest and posttest scores in the experimental group, underscoring the effectiveness of the self-management training in improving student discipline.

The statistically significant improvement in discipline scores highlights the impact of self-management training. The training program, which included stages of self-monitoring, self-analysis, self-change, and self-maintenance, effectively enhanced students' self-discipline skills. According to Yates's (1986) self-management theory, these stages help individuals regulate their behavior by increasing awareness, analyzing behavior patterns, implementing changes, and maintaining these changes over time.

The findings align with previous research by Anjani et al. (2020) and Sugiarto et al. (2021), who also found that self-management training positively impacted student discipline. The significant increase in discipline scores among the experimental group suggests that the structured approach of the training, which included goal setting, self-monitoring, and behavior modification strategies, was effective in fostering better discipline among students.

In conclusion, the results of this study provide empirical evidence supporting the effectiveness of self-management training in improving student discipline in an Islamic boarding school setting. This intervention could be a valuable tool for educators and administrators seeking to enhance student behavior and academic performance through structured self-management techniques.

DISCUSSION

The primary objective of this study was to assess the effectiveness of self-management training in improving student discipline at the Tarbiyatul Muttaqin Islamic Boarding School. The results showed a significant increase in discipline scores among students who received self-management training, as indicated by the Wilcoxon signed-rank test results ($Z = -2.521$, $p = 0.012$). These findings confirm the hypothesis that self-management training effectively enhances student discipline.

Comparing these findings with previous studies, such as those by Anjani et al. (2020) and Sugiarto et al. (2021), reveals consistent results. Both studies demonstrated the effectiveness of self-management training in increasing student discipline, emphasizing improvements in rule adherence, self-control, and responsible behavior. The current study extends these findings to the context of an Islamic boarding school, indicating that self-management training can be effectively implemented in diverse educational settings.

The results align with Yates's (1986) self-management theory, which posits that self-management involves self-monitoring, self-analysis, self-change, and self-maintenance. These stages help individuals regulate their behavior by increasing awareness, analyzing behavior patterns, implementing changes, and maintaining these changes over time. The significant improvement in discipline observed in this study supports this theory, demonstrating that students who undergo self-

management training are better equipped to manage their behavior and adhere to disciplinary standards.

The practical implications of this study are substantial. Implementing self-management training in Islamic boarding schools can address common disciplinary issues, such as tardiness to prayer congregations and failure to complete assignments. By equipping students with self-management skills, educators can foster a more disciplined and focused learning environment, ultimately enhancing students' academic and personal development. This is particularly relevant in the context of Islamic boarding schools, where a disciplined environment is crucial for both religious and academic success (Afifah, 2021; Jazimah, 2008). For example, consistent self-monitoring and self-analysis can help students identify and mitigate behaviors that hinder their academic progress (Zimmerman, 2008). Moreover, Duckworth et al. (2014) found that self-regulation skills, similar to those developed in self-management training, are crucial for academic success and personal development, further supporting the practical implications of this study.

Theoretically, this study contributes to the existing body of literature on self-management and student discipline. It supports the notion that self-management training is a versatile and effective tool for behavior modification in various educational contexts. Future research could explore the longitudinal effects of self-management training to determine its long-term impact on student behavior and academic performance. Additionally, investigating how self-management training can be tailored to different age groups and educational settings could provide further insights into its applicability and effectiveness (Cleary & Zimmerman, 2004).

However, this study has several limitations. The small sample size and non-random assignment of participants to the experimental and control groups limit the generalizability of the findings. These limitations suggest that future research should consider using larger, randomly assigned samples to validate and extend these results. Moreover, employing a mixed-methods approach could provide a deeper understanding of the mechanisms through which self-management training influences student discipline. For instance, Durlak et al. (2011) highlight the benefits of using mixed-methods approaches in educational research to capture both quantitative outcomes and qualitative insights, which can enrich the understanding of how interventions work in practice.

In conclusion, this study provides empirical evidence supporting the effectiveness of self-management training in improving student discipline in an Islamic boarding school setting. The findings align with Yates's (1986) self-management theory and previous research, suggesting that self-management training is a valuable tool for enhancing student behavior. Future research should build on these findings by exploring the impact of self-management training in other educational contexts and investigating additional factors that may influence its effectiveness. The implementation of self-management training programs should be tailored to the specific needs and contexts of students to maximize their effectiveness.

CONCLUSION

Based on the results of research conducted regarding the effectiveness of self-management training to improve the discipline of students at the Tarbiyatul Muttaqin Islamic Boarding School, it can be concluded that there is a

significant increase in student discipline after receiving self-management training. The Wilcoxon test results indicated a statistically significant difference between pretest and posttest discipline scores ($Z = -2.521$, $p = 0.012$), demonstrating that self-management training is an effective behavior modification technique for increasing discipline among students.

The findings of this study are consistent with the self-management theory proposed by Yates (1986), which posits that individuals can regulate their behavior through self-monitoring, self-analysis, self-change, and self-maintenance. By following these stages, students were able to improve their self-discipline, leading to better adherence to school regulations and a more structured learning environment. This supports previous research by Anjani et al. (2020) and Sugiarto et al. (2021), which also found self-management training to be effective in enhancing student discipline.

Practically, the implications of this study are substantial for educational settings, particularly Islamic boarding schools. Implementing self-management training programs can help address common disciplinary issues, such as tardiness to prayer congregations and failure to complete assignments. Educators and administrators can adopt these training techniques to foster a more disciplined and focused learning environment, ultimately enhancing students' academic and personal development (Duckworth et al., 2014).

However, this study has several limitations that need to be acknowledged. The small sample size and non-random assignment of participants to the experimental and control groups limit the generalizability of the findings. Future research should consider using larger, randomly assigned samples to validate and extend these results. Additionally, employing a mixed-methods approach could provide a deeper understanding of the mechanisms through which self-management training influences student discipline (Durlak et al., 2011).

In conclusion, this study provides empirical evidence supporting the effectiveness of self-management training in improving student discipline in an Islamic boarding school setting. The findings align with Yates's (1986) self-management theory and previous research, suggesting that self-management training is a valuable tool for enhancing student behavior. Future research should build on these findings by exploring the impact of self-management training in other educational contexts and investigating additional factors that may influence its effectiveness.

The implementation of self-management training can be carried out more creatively and variedly, but it must adhere to the established procedures for implementing self-management techniques to achieve the desired results. This approach ensures that the training remains effective while allowing for adaptation to different contexts and student needs. It is also recommended that the positive values and successful outcomes from this research be developed further and applied in other educational settings to enhance student discipline and academic performance. By doing so, educators can leverage the benefits of self-management training to create a more disciplined and conducive learning environment across various educational institutions.

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