THE EFFECT OF INDIVIDUAL COUNSELLING WITH SELF-MANAGEMENT TECHNIQUES ON STUDENTS' LATE ARRIVAL BEHAVIOUR

RESEARCH ARTICLE

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Abstract

This study utilized qualitative research with a case study design to investigate the difficulties encountered by EFL students in reading comprehension. Nine students from *Madrasah Aliyah Negeri* 1 (State Islamic Senior High School) *Muara Enim* in South Sumatra who met the research sampling criteria were selected using the purposeful sampling technique. Data were collected through interviews, and the results were analyzed using thematic analysis. The findings revealed that the majority of students experienced obstacles in reading comprehension, including a lack of vocabulary, a limited grasp of grammar, unfamiliarity with the topic content, an inability to employ reading strategies effectively, and unappealing reading materials. This exploration of specific obstacles that EFL students encounter in reading comprehension could serve as the foundation for the development of targeted strategies and interventions aimed at supporting the students in improving their reading skills.

Keywords: EFL students, reading comprehension, reading obstacles

Introduction

Student tardiness in arriving at school is a form of indiscipline that can disrupt the academic process, especially in the classroom. Research conducted by (Nakpodia, 2011) indicates that tardiness to school is positively correlated with low academic achievement among students. This means that the more frequently students are late, the poorer their academic performance. Additionally, frequent tardiness in class can influence other students to do the same. Considering the various issues arising from student tardiness both when arriving at school and entering the classroom, intervention by the school is necessary, particularly by the Guidance and Counselling (BK) teachers. BK teachers play a crucial role in helping students develop their potential and talents,

in accordance with the duties and norms of BK teachers, supported by their quality, personality, and professional expertise (Kusumawide et al., 2019).

School discipline refers to the efforts made by schools to ensure that students behave in accordance with the norms and regulations established by the institution and to prevent them from engaging in deviant behaviour. Students can exhibit discipline in various ways, one of which is arriving at school on time. For instance, the rule at SMP IT Al-Hijrah Deli Serdang requires students to arrive by 7:00 AM WIB. Any student who arrives after this specified time is considered late. According to (Hurlock, 2015) discipline is adherence to the applicable rules, and this is equally true in the school context.

Arriving late to school might not be classified as a major infraction, as tardiness is a common issue despite the school having established and agreed upon a schedule for teaching and learning activities (Mulyani, 2017). Students who are habitually late often struggle to adjust to their routines. The habit of arriving late to school can be likened to a chronic illness that hinders student growth and academic achievement (Maile, 2017). Not all students engage in this undesirable behavior; however, some students are indeed accustomed to arriving late.

As explained by (Astuti, 2020), the characteristics of students who are frequently late to school include: 1) Living far from school; 2) Transportation difficulties; 3) Household responsibilities; 4) Difficulty waking up early; 5) Discomfort with attending school; 6) Lack of interest in certain subjects;) Poor preparation, including incomplete homework; and 8) Being too engrossed in activities outside of school. Based on this, the initial data found by the researcher in class VII-B of SMP IT Al-Hijrah Deli Serdang regarding the causes of frequent tardiness among students include: 1) Distance from Home to School: The long distance between home and school, which takes about 30 minutes to travel, along with heavy traffic in the morning; 2) Transportation Difficulties: Some students reported being late because of long waits for their online transportation to arrive; 3) Helping at Home: One student mentioned being late because they had to take care of their sick grandmother, with whom they live; 4) Difficulty waking up early: late waking due to staying up late at night playing games; 5) Lack of Preparation: some students prepare their school supplies, such as stationery and uniforms, in the morning rather than the night before, which would save time.

In cases where students are frequently late to school, as a prospective school counselor, the researcher can take steps to provide effective counseling services. One of the services offered to students is individual counseling. According (Ferdiansa, 2021), individual counseling is a service provided by a counselor to a counselee to address the counselee's personal issues. In a face-to-face setting, direct interaction occurs between the counselee and the counselor to discuss various matters related to the counselee's problems.

One technique that the researchers applies to reduce student tardiness was Self Management. This technique originates from Cognitive Behavioral Therapy and is based on learning theory, aiming to help clients control and change their behavior toward more positive behavior (Suwardani et al., 2014). According to Sa'diyah in (Rosmawati, 2019), self-management is a technique used to regulate human behavior to achieve independence and increase productivity in life. This technique involves self-regulation and self-control to reach desired goals. Implementing self-management involves creating a list of daily activities or tasks that need to be completed. For example, students can note down activities that need to be done for a day or a week.

Scheduling daily activities can enhance time management and ensure that tasks are completed on time. Additionally, using a priority scale can help determine the order of tasks based on their importance, ensuring that more critical work is completed first. Researchers also highlight the negative impact of habitual tardiness and provide advice to students on how to avoid being late to school. In previous research conducted by (Umam, 2023), it was found that counselling services using self-management techniques have a significant influence on improving student discipline. (Putri, 2023) stated that counselling services with self-management techniques are effective in reducing the habit of being late to school among students at SMA Negeri 10 Pontianak. According to (Nurhidayatullah, 2021), the level of habitual tardiness among students at SMA Negeri 12 Makassar was generally high before the intervention (pre-test). However, after the students were given self-management techniques, there was a significant change from a high level of tardiness to a low level.

Based on previous research, self-management techniques have proven effective in reducing the behaviour of being late to school. In this regard, the researchers aimed to implement guidance and counselling as a solution to address student tardiness because habitual lateness can impact academic performance. Additionally, the researchers sought to determine the effectiveness of individual counselling sessions using self-management techniques in overcoming student tardiness. This research was aimed to understand the extent to which a structured, self-management-focused individual counseling approach can modify and reduce the habit of students frequently arriving late to school. This study was expected to make a significant contribution to improving students' discipline and academic performance. Additionally, the results of this research were expected to provide insights and practical recommendations for school counselors, teachers, and school authorities in implementing more effective interventions to reduce tardiness behavior.

Literature Review

Individual counselling

Individual counseling is a process in which a counselor assists their client in understanding and addressing personal issues through confidential face-to-face sessions. This type of counseling focuses on the specific needs and unique situations of each client, allowing for a highly personalized and in-depth approach. During counseling sessions, clients have the opportunity to explore their thoughts, feelings, and behaviors, as well as how these aspects impact their daily lives. Counselors employ various techniques, such as active listening, open-ended questioning, and providing constructive feedback, to help clients gain new insights into themselves and their situations (Fatchurahman, 2018). Through this process, clients can develop the strategies and skills necessary to effectively overcome their challenges. The primary goal of individual counseling is to enhance the client's emotional and mental well-being and help them achieve their full potential in various aspects of life.

Self-management techniques

Self-management techniques are approaches individuals use to control and direct their own behaviors and activities to achieve personal goals. One of the primary techniques in self-management is setting clear and specific goals, which provide direction and motivation for individuals to stay focused on what is important. Additionally, self-monitoring is a crucial component, where individuals regularly observe and record their progress, allowing them to identify behavior patterns that either support or hinder their goals (Astuti, 2020).

Other techniques include self-reinforcement, where individuals reward themselves after reaching certain milestones, thereby boosting motivation and satisfaction. Effective time management is also an integral part of self-management, enabling individuals to prioritize tasks and allocate their time wisely. By applying these techniques, individuals can enhance productivity, reduce stress, and achieve a better balance among various aspects of their lives.

Tardiness in school attendance

Tardiness in school attendance is a habit that can have negative impacts on academic performance and student discipline. Students who frequently arrive late miss valuable learning time, which can lead to falling behind in subject matter and a decreased understanding of the topics being taught. Furthermore, this habit can disrupt the flow of the learning process in the classroom, as teachers often have to repeat instructions or material for late-arriving students. This behavior also reflects a lack of discipline and responsibility, which are crucial for the personal and professional development of students in the future. The factors contributing to tardiness in school can vary, ranging from poor time management and transportation issues to a lack of motivation for attending school.

To address this issue, schools can collaborate with parents to increase awareness of the importance of discipline and provide practical solutions such as improved transportation services or support programs for students in need. Through collective efforts, tardiness in school attendance can be minimized, allowing students to achieve better academic performance and develop positive habits that will benefit them throughout their lives (Astuti, 2020).

Methodology

Research design and approach of the study

This study employed a quantitative approach. According to (Djollong, 2014), quantitative research is a process of discovering knowledge that uses numerical data as a tool to analyze information about what we want to know. The type of research used was pre-experimental. This research method was employed to examine the effect after a specific treatment was given, which was expected to reduce the behavior of arriving late to school among students at SMP IT Al-Hijrah Deli Serdang. The research design used was the One Group Pre-test Post-test Design. In this design, the dependent variable of the experimental group was measured (pre-test), then a stimulus was given,

and the dependent variable was measured again (post-test), without a comparison group (Prasetyo, 2006).

Sample, research instruments, and research site

The Slovin's Formula is a method used to determine the appropriate sample size for a population with a known size. It's particularly useful when the population is large and researchers want to ensure a representative sample. In this case, the formula was applied to the population of 70 seventh-grade students, resulting in a sample size of 20 students, ensuring a manageable yet statistically significant representation for the study at SMP IT Al-Hijrah Deli Serdang. Based on the pretest results, five students exhibited a high level of tardiness behavior. Therefore, only these five students received the treatment. According to Sugiyono (2019), purposive sampling is a sampling technique based on certain considerations. This meant that the sample selection is based on specific criteria predetermined by the researcher.

$$O_1 \ X \ O_2$$

One Group Pre-test Post-test Design

Explanation:
O1: Measurement of students' tardiness behaviour before being given the individual counselling treatment with self-management techniques (pre-test)

X: Treatment (individual counselling with self-management techniques)
O2: Measurement of students' tardiness behaviour after being given the individual counselling treatment with self-management techniques (post-test)

This study was conducted at SMP IT Al-Hijrah Deli Serdang. The population of the study consisted of 70 seventh-grade students. The sampling technique used in this research was purposive sampling with the Slovin formula, resulting in a sample size of 20 students. Based on the pretest results, five students exhibited a high level of tardiness behaviour. Therefore, only these five students received the treatment. According to Sugiyono (2019), purposive sampling is a sampling technique based on certain considerations.

Procedure and methods of data analysis

The data gathering technique utilized in this research involved the use of a questionnaire/survey regarding tardiness behaviour. The instrument employed in this study was a modified Likert scale questionnaire. Likert scale is a measurement method to assess attitudes and responses of students, where the researcher's provided responses are in the form of statements that are either favourable or unfavourable. The questionnaire/survey on tardiness behaviour underwent reliability testing to ensure data validity. In this questionnaire, there are a total of 24 statements, with 6 indicators. Each indicator consisted of 4 statements related to the variable of tardiness behavior in

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school attendance. Data analysis technique involved the use of Independent Samples t-test with the assistance of SPSS 25. Prior to hypothesis testing, several prerequisite analyses were conducted. The researchers conducted normality tests, and Independent Samples t-test was utilized for hypothesis testing.

Results

Based on the pretest results followed by 20 students of class VII-B at SMP IT Al-Hijrah Deli Serdang, the researcher will present pretest data regarding the category of high and very high late behaviour of class VII-B students before being given treatment. Distributing pretest questionnaires to class VII-B students is the initial step in the research, and the results are presented in the following chart:

Tabel 1. *Pretest data of students' late behavior*

No	Responden	Scores	No	Responden	Scores
1	ADM	68	11	TS	69
2	MF	68	12	RMM	64
3	MFA	63	13	RAR	73
4	AP	71	14	MAD	79
5	MTP	71	15	FKS	64
6	SAF	65	16	BFM	57
7	FM	72	17	MSH	58
8	SP	68	18	DLA	57
9	R	65	19	AFT	60
10	MAS	73	20	RAS	65

Based on the results displayed in Table 1, it is found that the scores of each student in class VII-B of SMP IT Al-Hijrah Deli Serdang range from a minimum score of 57, indicating a high level of late behavior, to a maximum score of 79, indicating a low level of late behavior. The determination of the score is such that the lower the score obtained by the student, the higher the level of their late behavior, and the higher the score obtained by the student, the lower the level of their late behavior.

Tabel 2. *Likert scale questionnaire scores*

Likert Scale	Explanation	(+)	(-)
SA	Strongly agree	4	1
A	agree	3	2
DA	Don't agree	2	3
VDA	Very don't agree	1	4

$$I = \frac{NT - NR}{K}$$
$$I = \frac{96 - 24}{4} = \frac{72}{4} = 18$$

Keterangan :
NT = The Highest Score (24x4=96)
NR = Lowest Value (24x1=24)
K = Number Of Categories
I = Intervals

Then, the score interval for determining the level of late behavior for class VII-B students at SMP IT Al-Hijrah Deli Serdang is 18 points.

Tabel 3. *Interval Score of Likert Scale Questionnaire for Students' Late Behavior*

No	Intervals	category
1	24-42	Very high
2	43-61	High
3	62-80	Medium
4	81-98	Low

Tabel 4. *Categories of students' level of lateness*

Category	Frequency (n)	Percentage (%)
High	5	25,0
Medium	15	75,0
Total	**20**	**100,0**

Based on the category range of pretest scores established, the analysis results in Table 4 indicate that there are 15 respondents with a moderate level of late behavior, and 5 respondents with a high level of late behavior. Therefore, only the 5 respondents with high levels of late behavior will receive treatment, namely individual counseling services using self-management techniques.

Tabel 5. *Distribution of pretest and posttest data on students' late behavior*

NO	Pretest			Postest		
	Respondent	Score	Category	Respondent	Score	Category
1	BFM	57	High	BFM	82	Low
2	MSH	58	High	MSH	87	Low
3	DLA	57	High	DLA	82	Low
4	AFT	60	High	AFT	85	Low
5	RAS	56	High	RAS	77	Medium
Average		57,60			82,60	

After receiving treatment, which consisted of 3 sessions, the researcher administered a posttest questionnaire to 5 respondents to determine if there were any changes in their late behavior. Table 5 showed that students who were initially categorized with high levels of late behavior changed to low levels, indicating a decrease in their lateness. However, there was 1 student who moved from the high late behavior category to moderate. This was due to the student still feeling shy or not fully open in expressing the issues they faced, as well as the less conducive environment for individual counseling sessions since they were conducted in a non-specific counseling room. To test the hypothesis of whether there is a difference/change in the level of late behavior among class VII-B students at SMP IT Al-Hijrah Deli Serdang after receiving treatment through individual counseling with self-management techniques, the paired t-test was conducted.

The requirement to conduct the paired t-test is that the data need to be normally distributed and homogenous, thus necessitating prior normality and homogeneity tests. The pretest for delayed behavior has a significance level of 0.492, and the posttest for delayed behavior has a significance level of 0.735. Therefore, the data is normally distributed when the significance level is greater than 0.05. Thus, this fulfills the conditions for using the paired t-test. Based on the results of the homogeneity test, the significance value for the pretest score of delayed behavior, based on the mean value, is 0.958 (> 0.05), and the significance value for the posttest score of delayed behavior, based on the mean value, is 0.498 (> 0.05), indicating that the data variation is homogenous. Because the data is homogenous and normally distributed, the paired t-test can be conducted to test the hypothesis.

Tabel 6. *The results of the paired t-test indicate*

		Paired Differences					T	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	**Pretest Delay Score - Posttest Delay Score**	-25,000	2,828	1,265	-28,512	-21,488	-19,764	4	<,001	<,001

Paired Samples Test

Based on the results in Table 6 using the paired sample t-test, a significance value of 0.000 (< alpha 0.05) was obtained. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that there is a difference in delayed behavior before and after the treatment. Thus, it can be concluded that the implementation of individual counseling with self-management techniques has an effect on delayed behavior among students in class VII-B of SMP IT Al-Hijrah Deli Serdang.

Discussion

Advantages of using self-management techniques and Efforts to address tardiness in school attendance

Based on the pretest results followed by 20 student participants, 15 respondents exhibited moderate levels of delayed behaviour, while 5 respondents showed high levels of delayed behaviour. Therefore, only the 5 respondents with high levels of delayed behaviour will receive treatment, which involves individual counselling using self-management techniques. Individual counseling is a process where a professional expert (counsellor) provides assistance through a personalized relationship to an individual (client) facing a problem in a direct (face-to-face) setting, aiming to enhance the client's self-understanding, behavior modification, personal potential development in line with decisions made, and help alleviate arising issues, ultimately leading to problem resolution (Sofyan, 2007).

Self-management is one of the techniques in behavioural counselling aimed at transforming maladaptive behaviour into adaptive behaviour. In the implementation of self-management techniques, individuals actively engage in regulating their own behaviour. In this process, the success of counselling lies in the hands of the client. The counsellor's role is that of a guide, assisting in designing programs and motivating individuals undergoing counselling (Sa'diyah et al., 2016). Furthermore, the advantages of using self-management techniques are:

- Self-management techniques can help students in controlling themselves, their thoughts, feelings, and actions so that they can achieve their maximum potential in their development.

- Students feel freedom from the control of others and can become themselves because they are actively involved in the process of applying self-management techniques.
- By giving full responsibility to students to make changes, the changes that occur will be more sustainable because they are the result of their own efforts.
- Students will have the ability to steer their lives optimally (Nursalim, 2021).

Based on research findings indicating that some students experience moderate to high levels of tardiness behaviour, the utilization of self-management techniques can be a highly relevant and effective approach in assisting students in overcoming these issues. Here is additional discussion regarding the advantages of using self-management techniques by linking them to research outcomes:

- Better Self-Control: Self-management techniques can aid students experiencing tardiness behaviour in better controlling themselves. By learning and implementing self-management strategies such as time planning, setting priorities, and impulse control, students can address their tendencies towards tardiness.
- Increased Independence: Through self-management techniques, students are not only taught to control themselves but also given the freedom to take responsibility for the changes they want to achieve. By actively engaging in the planning and implementation process of self-management strategies, students can experience independence and build confidence in facing the challenges they encounter.
- Sustainable Changes: By entrusting students with full responsibility for making changes through self-management techniques, the outcomes achieved tend to be more sustainable. Students are not just relying on assistance from others but are also developing the ability to understand and manage their behaviors independently. This can lead to longer-lasting and integrated changes in students' everyday lives.
- Improved Quality of Life: Through the application of self-management techniques, students can direct their lives towards realizing their full potential. By developing self-management skills, students can enhance their efficiency, productivity, and overall quality of life. This not only impacts academic achievement but also other aspects of students' lives, such as mental well-being and interpersonal relationships.

Thus, the use of self-management techniques can be a highly beneficial approach in assisting students experiencing tardiness behaviour to reach their maximum potential in their development. Through this approach, students can acquire the necessary skills and understanding to manage themselves more effectively, thereby achieving greater success and well-being in their lives.

Efforts to address tardiness in school through individual counseling with self-management techniques are implemented gradually. Nursalim in (Rosmawati, 2019) outlines three stages in the implementation of self-management techniques, as follows:

- Self Monitoring
  Observing oneself, recording the behavior to be changed (thoughts, feelings, and actions). In this stage, the counselee deliberately observes and records their tardiness behavior, the causes of tardiness, how many times they are late in a week, and how many times they arrive on time.
- Stimulus Control
  Designing activities/programs to increase or decrease behavior. In this stage, the counselee creates a daily activity list. This daily activity list can help in managing time and ensuring tasks are completed

on time. Furthermore, prioritizing tasks by making a priority scale can assist in determining the order of tasks to be completed based on their importance. The priority scale is crucial for individuals to identify needs that must be addressed first and those that can be postponed. Quadrant I is for important and urgent matters, Quadrant II is for important but not urgent matters, Quadrant III is for unimportant but urgent matters, and Quadrant IV is for unimportant and not urgent matters. In this stage, the researcher also explains the impact experienced by students due to tardiness habits and provides some tips to avoid tardiness habits.

- Self Reward

    Regulating behavior by rewarding oneself after achieving desired goals. In this stage, the counselee reports various activities they have done over the past few days, from the implementation of Self Monitoring to the execution of Self Reward. Then, the researcher measures whether there has been a change or not. If there is a change, the researcher rewards the student. The self-reward given here is in the form of praise and rewards as positive recognition for successfully eliminating/changing tardiness behavior.

Challenges during counseling implementation

During counselling sessions, various obstacles or challenges can arise, both from the counsellor and the counselee themselves. This is in line with the opinion of (Mohammad, 2015) that obstacles to individual counselling implementation include internal and external factors. Internal factors can originate from the counsellor or the client, while external factors can be caused by the physical environment and the location of face-to-face interviews, room arrangement and room shape, conversation, and the use of meeting systems. These various factors can affect the success of the individual counselling process. Such circumstances must be considered to achieve effective counselling processes (Chamiedy, 2022).The obstacles encountered by the researcher during counselling implementation in class VII-B of SMP IT Al-Hijrah Deli Serdang include the counselee's reluctance to open up about their problems. Another obstacle is that the counselee is still confused about how to start implementing self-management in their daily lives to address their tardiness behaviour. This is because the counselee does not fully understand what self-management is, so the researcher has to explain again what self-management is. Furthermore, the atmosphere during individual counselling sessions is less conducive because the counselling is not conducted in a dedicated counselling room. This is because counselling is conducted in classroom and library rooms, which are not conducive to individual counselling sessions.

In this study, 5 individuals with pretest scores of 57.60, indicating high tardiness behaviour among students in class VII-B of SMP IT Al-Hijrah Deli Serdang, were given treatment, namely individual counselling services using self-management techniques in 3 sessions. The post-treatment average score for tardiness behaviour among students in class VII-B of SMP IT Al-Hijrah Deli Serdang was 82.60, which is categorized as low.

The research results indicate that there is a difference between the pretest and post-test scores of tardiness behaviour among students in class VII-B of SMP IT Al-Hijrah Deli Serdang before and after the treatment. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, indicating that there is a difference in tardiness behaviour before and after the treatment. Thus, it can be concluded that the implementation of individual counselling with self-management techniques has an influence on tardiness behaviour among students in class VII-B of

SMP IT Al-Hijrah Deli Serdang. Advice for other researchers: Suggestions for further research include involving a larger and more diverse sample, as well as considering other factors that may influence tardy behavior, such as family environment, school environment, and personal factors of students. Additionally, research can be conducted with a more complex design, such as adding a control group that does not receive counseling treatment, to strengthen findings regarding the effectiveness of self-management techniques in reducing tardy behavior.

Conclusion

The conclusion drawn from the influence of individual counselling with self-management techniques on students' tardiness behaviour in school is that this approach may be effective in reducing tardiness behaviour in school. Through individual counselling, students can gain a better understanding of the root causes of their tardiness behaviour and learn self-management techniques to address it. Self-management techniques involve self-monitoring, cognitive restructuring, and goal setting that can help students improve self-discipline and responsibility towards time. With guidance from the counsellor, students can identify effective strategies to overcome the challenges they face in managing their time and improve tardiness habits.

The implications of this research are the importance of implementing individual counselling with self-management techniques in addressing tardy behaviour among students. With increased awareness of the importance of punctual attendance, it is hoped to create a more productive and efficient learning environment. Furthermore, the individual counselling approach demonstrates its effectiveness in helping students manage their own behaviour, giving them control over their actions, and increasing independence in dealing with problems. Suggestions for further research include involving a larger and more diverse sample, as well as considering other factors that may influence tardy behaviour, such as family environment, school environment, and personal factors of students. Additionally, research can be conducted with a more complex design, such as adding a control group that does not receive counselling treatment, to strengthen findings regarding the effectiveness of self-management techniques in reducing tardy behaviour.

Competing interest

The authors have declared that there is no competing interest.

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