

Effectiveness of individual counseling self-management techniques to reduce truancy behavior in students: Enhancing Education Quality (SDGs 4)

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Abstract. Skipping school among students is characterized by frequently leaving school before school time, not going to school on alternative days and not going to school without providing correct information. One way to overcome this problem is to provide individual counseling services using self-management techniques that have five stages, namely, relationship building, self-monitoring, stimulus control, self-evaluation and self-reward. Self-management can improve the quality education, this can be seen from the objectives of self-management, including improving social and reducing bad behavior. This article aims to determine the effectiveness of individual counseling by using self-management techniques to reduce school truancy among students. The results of the study showed a decrease in the frequency of truancy after students received individual counseling with techniques on self-management. The implications educators, extend to provide a comprehensive picture of the effectiveness of individual counseling using self-management techniques to reduce truancy and its potential contribution to the SDGs. In addition, future researchers can build on these findings to develop and improve learning activity in an educational context, ultimately contributing to the achievement of the SDGs.

1 Introduction

The 4th SDGs for education quality is an issue for strict regulation in learning discipline. Individual counseling with self-management techniques helps students to organize themselves to be disciplined in learning. By learning discipline through attending every day at school can improve the quality of education of students to learn science in class. The problem of skipping students has an impact on the quality of low education. For this reason, individual counseling research with self-management techniques supports the 4th SDGs program. Absenteeism from school is a serious public health concern for doctors, and mental health professionals. It contributes to injury violence, economic deprivation psychiatric disorders, and substance use. Truancy is one of the social problems around the world [1].

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Students' attendance and regular in attending school are characterized by enthusiasm when going to school, students' readiness to participate in teaching and learning activities until the end, discipline and compliance with school regulations [2] Students who are active in the classroom are needed to create effective teaching and learning activities because knowledge, skills and knowledge cannot be taken for granted, but students must be able to process them.

The purpose of education is to eradicate ignorance, break the chain of poverty in society, and improve the standard of living in society as a whole. And build the degree of the nation and state. In addition, the results of teaching activities are student development, personal and intellectual improvement, individual self-determination [3]. In the learning process created by educators or teachers is an effort to increase creativity, develop potential and increase mastery of good subject matter must be supported by the active role of students in the classroom. The presence and activeness of students themselves in order to realize a series of learning processes properly and effectively so that educational goals can later be achieved [4].

School absenteeism or truancy is considered to have a significant adverse impact on children's learning and long-term development [5]. Truancy is a part of many types of delinquency cases in adolescents. Skipping school is considered as a type of delinquency in teenagers where the behavior so signs of resistance to school rules, resulting in receiving less hours of instruction and underperforming during examination. It was found that school absenteeism is a result of various factors which include social, individual, cultural, familial, geographical, institutional and socio-economic factors [6]. Being absent from school has resulted in low instructive achievement, poor monetary possibilities, drug use, and improved probability of crime and detainment. Non-appearance from school is an actual medical condition and mental health concerns for some youngsters and youths. Non-attendance or position in elective instructive settings, for the most part for non-attendance, is a significant gamble factor for self-destruction endeavors, hazardous sexual way of behaving, young pregnancy, savagery, unexpected injury, driving affected by liquor, and liquor, maryjane, tobacco, and other substance use [7]. In addition, truancy could be a consequence of poor academic performance and may affect the existing poor performance in school [8]. Truancy and non-attendance are associated with an array of negative child well-being outcomes such as poor academic performance[9]. Students who have the habit of skipping school indirectly have a shortterm and longterm impact on them. Students dropping out from school is the most obvious result of chronic absenteeism [10].

Notwithstanding the adverse consequence experienced by students who play hooky (staying away from school without permission), delinquency likewise adversely affects schools and society. At a cultural level, delinquency is related with more elevated levels of crime, less residents contributing gainfully, and higher government spending on friendly administrations. In addition to the negative impact experienced by children who skip school, truancy also has a negative impact on schools and society. Schools can face the risk of losing funds when students are absent from school and risk failing to meet state and federal standards for attendance rates at school, which can result in a number of consequences for schools including handing over school operations to the state or private companies. At the societal level, truancy is associated with higher levels of criminal activity, fewer citizens contributing productively, and higher government spending on social services [11].

Based on past studies conducted within the school compound, it was noted that some students were outside the classroom during lessons, others were lingering in the canteen during class hours, and some left school without permission from the teacher or the school[12]. Additionally, it was discovered that some students were arriving late to school, which caused them to be tardy for their classes. Upon being called by the guidance and counseling teacher, it was revealed that the student was late because they had woken up at noon[13]. A review conducted by Pritchard and Cotton (1992), included a sample of 932

teenagers in their fourth and fifth years of secondary school, with 41% reporting that they had skipped school in the current semester. Students who were absent had rates of substance abuse that were three times higher than their peers who did not skip school, with 14% compared to 4%. Additionally, those who skipped school were significantly more likely to engage in other risky behaviors and scored higher on all negative social indicators, including having parents who smoked. According to research by Mahmud et al. (2019), truancy remains the largest disciplinary issue in Malaysia, affecting approximately 1.4%, or 67,053 students, out of about five million enrolled in primary and secondary schools nationwide, as reported by the Ministry of Education in 2017 [15]. Furthermore, research conducted by Hellen et al. (2003) indicates that school refused due to anxiety and truancy, while distinct, are significantly related to psychopathology and adverse experiences at home and in school.. [16]

Counselling is a helping process based on theories in which clients learn how to make decisions and formulate new ways of behaving, feeling, and thinking [17]. Counseling aims to make students or individuals aware of the right or wrong of their choices and the importance of their decisions [18]. Counseling is considered a contractual relationship so minors cannot legally agree to guidance or counseling without parental or guardian consent [19]. Counseling models and techniques can be beneficial when used by skilled counselors. Depending on what the person needs, some counselors use a variety of new therapeutic approaches in their counseling style [20]. According to Heni (2017) Behavior modification can also be an effort to apply research based learning principles to human behavior. Behavior counseling can be divided into five stages: conducting assessments, setting goals (goal setting), practicing techniques and evaluating and the final stage of counseling (evaluation termination) [21].

Self-management is a cycle in which the counselor can make changes to his or her own actions using a strategy or a combination. It implies that self-management is a cycle in which the client coordinates his or her own behavior and utilizes a strategy or a combination of procedures [22]. Self-management is a behavior change strategy in which the client coordinates changes in his own way of behaving with procedures or a combination of beneficial strategies. The use of self-management techniques may benefit students by enabling them to effectively manage their thoughts, feelings, and actions, promoting optimal development. Furthermore, by placing the responsibility for change entirely on the student individually, changes based on own efforts, are more likely recognize making these changes more sustainable [23].

According to the behavioral view, each individual is considered to have equal positive and negative tendencies [24]. One of the negative impacts of truancy behavior is students receive fewer hours of instruction and may consequently perform more poorly on exams [25]. In this situation, behavior arises due to wrong experiences or learning processes. This deviant learning process is formed due to the tendency of problematic individuals to react negatively to the surrounding environment. Maladaptive behavior can also be caused by misunderstandings about how to respond appropriately to the environment, in addition to the wrong learning process. Komalasari stated that dangerous behavior in social counseling is an extreme way of behaving and a way of behaving less [26]. The type of lack of behavior (deficit) is truancy behavior. Delinquency is a behavior that ignores normal practices due to the process of forming a poor environment [27].

2 Method

This study uses a quantitative approach in an effort to obtain mathematical data as an act of skipping class seventh grade of junior high school. The quantitative research according to Sugiyono[28] It is a research strategy in the view of the positivist way of thinking, as a logical

or logical technique because it meets logical standards in a concrete or empirical manner, impartial, measurable, logical and systematic. A quantitative strategy where to test hypotheses that have been made at the beginning that will be used to research a certain population and a certain sample, collect data that utilizes the recapitulation of student attendance documents and analyze quantitative or statistical data. By using the design Single Subject Research (SSR) and quasi experiments, researchers can select research samples based on certain criteria to be studied. Single subject research is usually used in research on behavior changes or behaviors that arise due to treatment or mediation carried out several times in a certain period of time. The term single-subject research, the way of behavior to be changed is called the behavior target, in research it is generally said to be a dependent variable.

The single subject research strategy made by Juang Sunanto et al., [29] is a theory of changing the way individuals behave where variable measurements are carried out by similar objects but in different circumstances. The Baseline (A) and intervention (B) phases are what A-B are called as symbols in the phase. Baseline is a condition in which the measurement of targeted behavior is still natural, meaning that no treatment has been carried out. Intervention (B) is a condition in which a treatment has been given after which the targeted behavior is measured in that situation. This research design used as a single subject with an A-B model. This aims for researchers to be able to see quickly and get results whether the mediation provided is successful or not, then at that time the consequences of providing assistance can be understood by everyone and cannot be imitated like research that requires a very large example. Below is a presentation of the A-B design pattern : (1) A (Baseline) data measurement under this condition is carried out five data collection sessions until the data obtained is stable. (2) B (Intervention) data measurement in this phase each student will be counseled using self-management techniques to reduce truancy.

The treatment was carried out five times. This research in collecting data utilizes attendance data and truancy question-naires. The implementation of research data collection was carried out before, during and after the provision of the intervention. On the questionnaire the level of truancy of students, counselors are obliged to choose answer options very often, frequently, sometimes and never on several items of statements that have been determined according to the behavioral factors of truancy, namely: personal factors, school factors and family factors. With a total of twenty-two question items that have been prepared. There is one data analyst used to answer this study, namely; Visual analysis.

3 Results and discussion

In the data presentation, it was presented in the form of data results from the baseline phase (A) and the intervention phase (B). The data was obtained from the recapitulation of attendance data taken at baseline conditions and after the intervention session.

1) Baseline Session (A) Skipping School Frequency

The data was obtained from the results of the attendance recap data taken for 5 weeks. The time range is from February 2, 2024 to March 07, 2024.

Table 1. Results of weekly frequency of research counseling

Initials Client	Truancy Frequency				
	Week 1	Week 2	Week 3	Week 4	Week 5
A	3	3	3	3	4
MR	2	2	2	2	3
MF	2	3	3	3	3

2) Intervention Session (B) Frequency of Truancy

This data was obtained from the results of the attendance data sheet, the data was obtained for 1 week after the provision of services or counseling sessions. Each intervention session is spaced about one week apart. In the time span from April 23, 2024 to May 28, 2024.

Table 2. Results of frequency per week after intervention sessions

Initials Client	Truancy Frequency				
	Week 1	Week 2	Week 3	Week 4	Week 5
A	1	1	1	0	0
MR	0	2	0	0	0
MF	0	0	1	0	0

3.1 Baseline and counseling intervention A

A male counselor, currently fifteen years old. A attended in grade VIII Seventh grade of junior high school. Five baseline sessions and five intervention sessions were given to counselor A. The intervention used an attendance sheet as a means of collecting data for each session. The intervention phase of counselor A shows a considerable decrease in the baseline and intervention graphs. Meanwhile, it looks stable and the trend is increasing in the baseline phase. The following is a graph of Baseline and Counseling Intervention A:

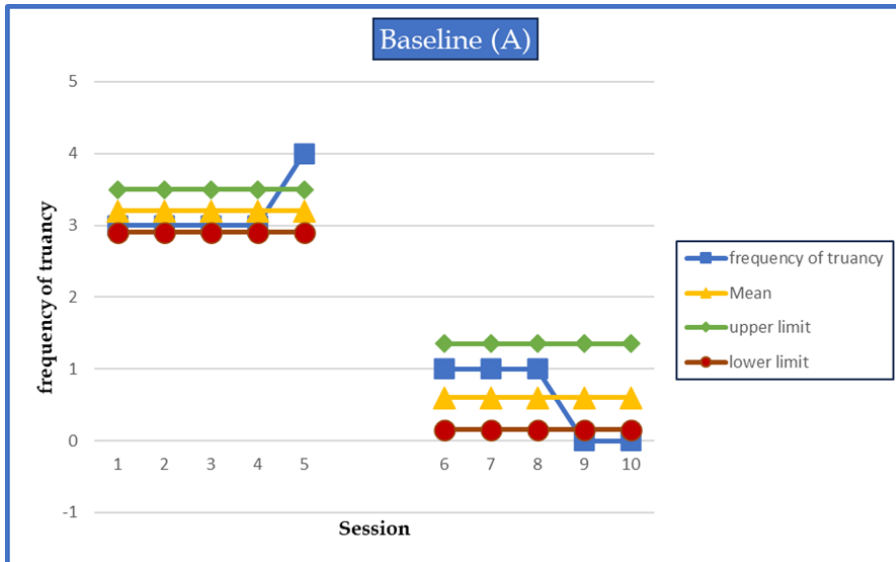


Fig. 1. Client A

Caption (A): The baseline of the first week is 3 days of skipping school, the second week is 3 days of skipping school, the third week is 3 days of skipping school, the fourth week is 3 days of skipping school, the fifth week is 4 days of skipping school. The upper limit is 3.5, the lower limit is 2.9, the mean is 3.2.

Caption (B): Baseline of the first week 1 day of skipping school, second week 1 day skipping school, third week 1 day skipping school, fourth week 0 days skipping school, fifth week 0 days skipping school. The upper limit is 1.3 and the lower limit is (-0.15), mean 0.6.

3.2 Baseline and MR counseling intervention

MR counsellor is a 14-year-old male. MR attended Seventh grade of junior high school. Five baseline sessions and five intervention sessions were given to MR counselors. The intervention uses an attendance sheet as a means of collecting data for each session. MR counselors saw a considerable decrease in the intervention period as shown in the baseline graph and intervention graph. Meanwhile, it looks stable and the trend is increasing in the baseline phase. The following is a graph of the Baseline and MR Counseling Interventions:

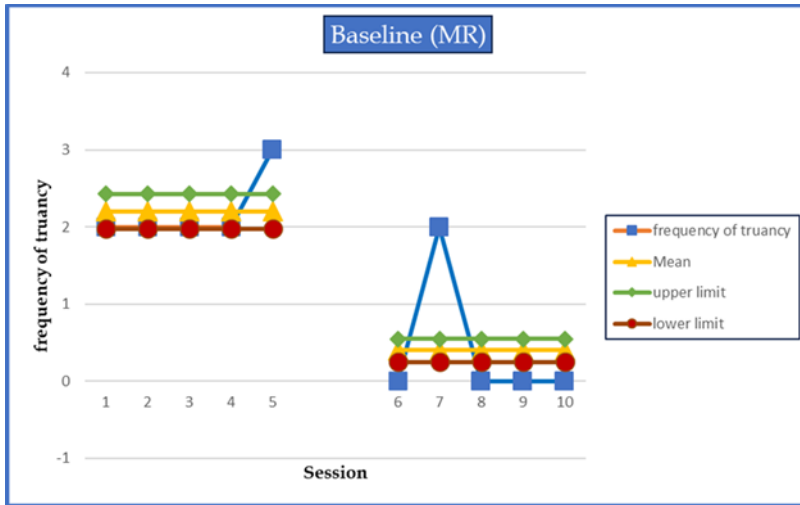


Fig. 2. Client MR

Baseline (A) Description: Baseline of the first week 2 days of skipping school, second week of 2 days skipping school, third week of 2 days skipping school, fourth week of 2 days skipping school, fifth week of 3 days skipping school. The upper limit is 2.425, the lower limit is 1.975, the mean is 2.2.

Intervention Description (B): Baseline of the first week 3 days of skipping school, the second week of 3 days skipping school, the third week of 3 days skipping school, the fourth week of 3 days skipping school, the fifth week of 4 days skipping school. The upper limit is 0.55, the lower limit is 0.25, the mean is 0.4.

3.3 Baseline and MF counseling intervention

MF is a 14 year old male student. MF is a student of class seventh grade of junior high school. MF counselors received 5 baseline consistence data collection sessions and 5 interventions data collection sessions. Each meeting at the intervention was taken from the recapitulation of student attendance used as an instrument in the collection of research data. There is a graph of the frequency of skipping school in the MF counseling showing that there is a decrease in the frequency of skipping school which is significant in the intervention data. Meanwhile, in baseline data, it can be said that the data tends to be upward and stable. The following is a graph of baseline data and MF counseling intervention data:

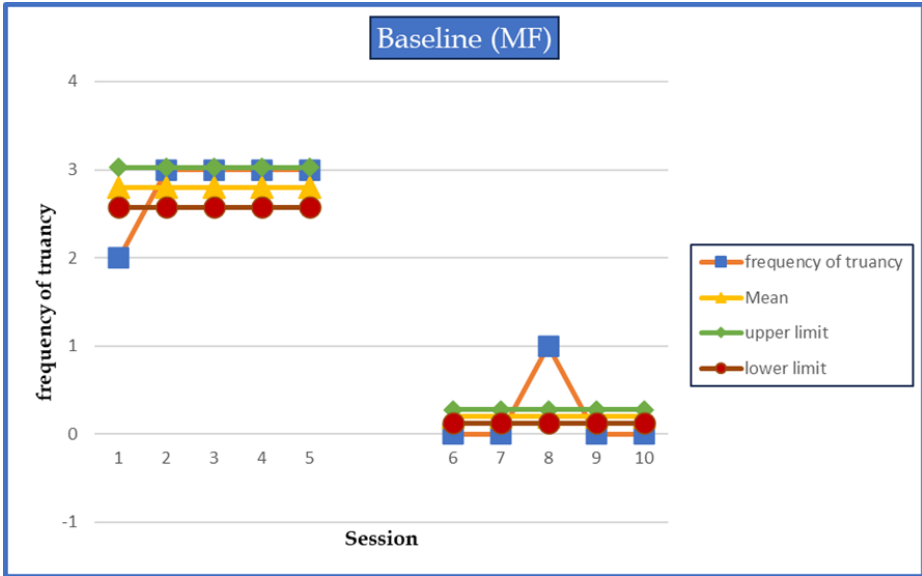


Fig. 3. Client MF

Baseline (A) Statement: The baseline of the 1st week is 2 days of skipping school, the second week is 3 days of skipping school, the 3rd week is three days of skipping school, the fourth week is 3 days of skipping school, the fifth week is 3 days of skipping school. The upper limit is 3.025, the lower limit is 2.575, the mean is 2.8.

Intervention Description (B): Baseline of the first week 0 days of skipping school, second week 1 day of skipping school, third week 0 days skipping school, fourth week 0 days skipping school, fifth week 0 days skipping school. The upper limit is 0.275, the lower limit is 0.125, the mean is 0.2.

Table 3. Summary of Analysis Under Conditions

Client	Criterion	A	B
A	Length of Condition	5	5
	Stability Tendency	Stable (80%)	Stable (100%)
	Data Trail	————	↘
	Level Change	$\frac{4 - 3}{(-) 1}$	$\frac{0 - 1}{(+) -1}$
MR	Length of Condition	5	5
	Stability Tendency	Stable (80%)	Unstable (0%)
	Data Trail	————	↘
	Level Change	$\frac{3 - 2}{(-) 1}$	$\frac{0 - 0}{(+) 0}$
MF	Length of Condition	5	5
	Stability Tendency	Stable (80%)	Unstable (0%)









Client	Criterion	A	B
	Data Trail		
	Level Change	$\frac{3 - 2}{(-) 1}$	$\frac{0 - 0}{(+) 0}$

Table 4. Summary of Analysis Between Conditions

Client	Phases Compared	A	B
A	Number of Variables	1	1
	Stability Changes	Stable (80%)	Stable (100%)
	Change of Direction and Its Effects		
	Level Change	$\frac{4 - 3}{(-) 1}$	$\frac{0 - 1}{(+) -1}$
	Presentase <i>overlap</i>	0%	
MR	Number of Variables	1	1
	Stable Transition	Stable (80%)	Variable (0%)
	Switching Direction and Its Effects		
	Level Change	$\frac{3 - 2}{(-) 1}$	$\frac{0 - 0}{(+) 0}$
	Presentase <i>overlap</i>	20%	
MF	Number of Variables	1	1
	Stability Switch	Stable (80%)	Variable (0%)
	Switching Direction and Its Effects		
	Level Change	$\frac{3 - 2}{(-) 1}$	$\frac{0 - 0}{(+) 0}$
	Presentase <i>overlap</i>	0%	

Based on the results of research conducted on A, MR, and MF it can be known that they have the habit of skipping school. The conditions before the intervention of the three counselors were often skipping school, sleeping in class, not doing homework, often going home before school and influencing their friends to skip school. Each counselor admitted that this behavior was often carried out even though they knew that continuous skipping school was bad behavior and they would receive a reprimand or sanction from the school. They do this deliberately without thinking about the negative impact they will get, so they do the negative behavior over and over again.

Truancy that is carried out continuously will cause problems in the academic development of students. After the intervention was carried out, namely behavior counseling using self-

management techniques, which has been explained in chapter 2 that there is one aspect, namely self-monitoring where students determine problems by identifying the root causes of behavior and setting new behavioral goals to overcome them.

There was a significant decrease in truancy behavior in the three research counselors, namely:

1. A starts on the first day after the intervention, namely 1 day of truancy, until the intervention fifth/last to 0 days which means not skipping.
2. MR starts on the first day after the intervention, which is 1 day of truancy, until the fifth/last intervention becomes 0 days which means not truancy.
3. MF starts on the first day after the intervention, which is 1 day of truancy, to the fifth intervention, which is 0 days, which means that there is no truancy.

This is a result of the self-management technique carried out during five meetings in accordance with the stages of the self-management technique process there are three strategies or procedures, namely the self-monitoring stage, the stage of regulating the environment (stimulus control) and self-esteem. Furthermore, because of the belief and seriousness between the three counselors and counselors who are expected to be able to achieve the purpose of counseling. The goal is to create better behavior, namely reducing the habit of skipping school by providing behavior counseling using self-management techniques. Results should be clear and concise. The discussion should explore the significance of the results of the work, but not to repeat them. A combined results and discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

4 Conclusion

In the closing section, recommendations and conclusions related to research findings based on data analysis and research results will be presented. An individual counseling using self-management techniques can not only overcome students who skip school but can improve the high quality of education by increasing the enthusiasm for learning at school and reducing the frequency of truancy in students. These recommendations include the use of self-management strategies to reduce student truancy in school. Thus, the conclusion that can be drawn is that the frequency of skipping school has changed in the condition of the intervention, namely a significant decrease in accordance with the data that has been presented and discussed previously. As a result, the research hypothesis that self-management strategies can reduce truancy among students is acceptable. Therefore, it can be concluded that self-management based behavioral counseling services can reduce the rate of truancy in students. The implications of this study extend to provide a comprehensive picture of the effectiveness of individual counseling using self-management techniques is to reduce truancy and its potential contribution to the SDGs. In addition, future researchers can build on these findings to develop and improve learning activity in an educational context, ultimately contributing to the achievement of the SDGs.

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