REDUCING TRABILITY BEHAVIOR OF STUDENTS AT MADRASAH DINIYAH ANNUQAYAH LATEE I WITH SELF-MANAGEMENT COUNSELING

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Abstract

This study aims to elaborate on the handling of self-management counseling in overcoming the truancy behavior of students in Latee 1 Annuqayah Guluk-Guluk Sumenep Islamic Boarding School. This research uses a type of quantitative experimental research with a true-experimental design using a pretest-posttest control group design. The research subjects were 10 people who were divided into two groups, namely 5 people in the experimental group and 5 people in the control group. Data collection was carried out using research instruments in the form of a Likert scale and a self-management counseling module. The results obtained in the research show that self-management counseling is effective in overcoming the correct behavior of Madarasah Diniyah Annuqayah Latee I students. This can be proven through the results of the t-test. In the peer-reviewed sample, test the results of the sig value. (2-tailed) was $0.000 < 0.05$, while in the independent sample t-test it was $0.001 < 0.05$. So it can be concluded that the results of the two tests show that H1 is accepted and H0 is rejected.

Keywords: Self-Management Counseling; True Behavior; Santri

Abstrak

Penelitian ini bertujuan untuk mengelaborasi penanganan konseling *self management* dalam mengatasi perilaku membolos siswa di lingkungan madrasah diniyah Latee 1 Annuqayah Guluk-Guluk Sumenep. Penelitian ini menggunakan jenis penelitian kuantitatif eksperimen model eksperimen murni dengan desain eksperimen *pretest-post test control group design*. Subjek penelitian diambil sebanyak 10 orang yang dibagi menjadi dua kelompok yaitu 5 orang kelompok eksperimen dan 5 orang sebagai

kelompok kontrol. Pengumpulan data dilakukan menggunakan instrumen penelitian berupa skala likert dan modul konseling *self management*. Hasil yang didapatkan dalam penelitian menunjukkan bahwa konseling *self management* efektif dalam mengatasi perilaku membolos siswa Madarasah Diniyah Annuqayah Latee I. Dapat dibuktikan melalui hasil uji T. Dalam uji *paired sample t-test* hasil nilai sig. (2-tailed) sebesar 0,000 < 0,05 sedangkan pada uji *independent sampel t-test* sebesar 0,001 < 0,05. Sehingga dapat disimpulkan bahwa hasil dari dua uji tersebut menunjukkan H1 diterima dan H0 ditolak.

Kata Kunci: *Konseling Self Management; Perilaku Membolos; Santri*

Introduction

Islamic boarding schools are a type of Islamic educational institution that provides dormitories or boarding houses for students (Fadli et al., nd). Islamic boarding schools have a very important role, especially for Muslim communities. The main function of establishing a pesantren is to produce students who have tafaqquh fi al-din or have in-depth abilities related to Islam and can master the knowledge within it (Usman, 2013). In addition to studying matters related to Islam, students are also educated to become human beings who have high intellectual, spiritual and social souls through several activities held therein.

To develop students with character, as mentioned above, activities are designed to contribute to the development of that character within the students. Activities within Islamic boarding schools include both formal and informal ones. One such activity is the Islamic boarding school (madrasah diniyah), a non-formal educational institution that serves to teach students Islamic values not taught in depth in formal schools (Zulfia Hanum Alfi Syahr, 2016). Madrasah diniyah was established as one of the activities at Islamic boarding schools to facilitate students' in-depth study of Islam.

Deepening Islamic studies is an obligation for a student (santri), as the word itself implies. In other words, understanding Islam deeply is the greatest responsibility a student must fulfill. However, the reality is that many students do not attend religious activities at Islamic boarding schools, such as skipping Islamic boarding schools (madrasah diniyah). When students frequently leave Islamic boarding schools, which are supposed to be a platform for deepening their Islamic studies, they experience a lack of Islamic knowledge, which undermines the primary purpose of enrolling in Islamic boarding schools.

Truancy is a violation that is done intentionally by students by leaving school lessons repeatedly without confirmation from the teacher in charge of the material or the school (Faijin et al., 2023). The behavior of truant students at school is not a new thing in the world of education, as happened at MTs Mukhtar Syafa'at Blokagung, Tegalsari, where students are often found truant because they are invited by friends to hang out or are too lazy to follow certain materials (Afkarina et al., 2022). In research, Dewi et al., (2023), stated that students at Singaraja State Senior High School 4 showed that the

number of students who skipped school each day could reach 10. On average, each student skipped school twice a week. The cumulative number of students skipping school reached 20 times per week, reaching 80 by the end of the month.

In Jawa pos.com (2024) it was reported that regional security personnel in Padang repeatedly raided 28 students who were hanging out at a food stall during teaching and learning activities at school. Truancy behavior that is not immediately addressed will result in a decline in students' academic quality, in line with the statement of Mr. Joko Widodo in Liputan6.com (2020) that truancy behavior of students is one part of the decline in the Programme for International Student Assessment (PISA) survey scores in 2018 regarding the quality of education in Indonesia. Truancy is also often mentioned as one of the juvenile delinquents, this occurs due to a lack of self-control in these teenagers (Putri et al., 2017). During adolescence, students will experience many changes in physiological, emotional, social, and intellectual aspects (Damayanti & Setiawati, 2013). So students will often commit violations as a result of these changing conditions.

There are many ways to address the problem of truancy in students, including self-management counseling. This technique is a self-management procedure aimed at changing problematic behavior within an individual, carried out independently and responsibly (Nurhidayatullah & Nur Halim, 2021). According to Gunarsa (2016), these counseling techniques include four things, namely self-monitoring, positive reinforcement (self-reward), contracts or agreements with oneself (self-contracting), and control over stimuli (stimulus control).

Several studies have proven that self-management counseling techniques can overcome truancy behavior in students. Discusses addressing truancy in students through a self-management counseling approach, which has been shown to reduce truancy by up to 44%. Before counseling, the average truancy rate was 79%. This demonstrates the positive impact of implementing self-management counseling on truancy in students.

Reducing the percentage of students' truancy behavior has also been proven successful in research Reducing the percentage of students' truancy behavior has also been proven successful in research (Yohana et al., 2022). Based on the posttest results, it can be concluded that self-management counseling is able to reduce the number of absences of each student in the class. Of the eight students who are in the maximum category experienced a decrease. Students with a score of 100 dropped to 39, the 2nd student with a score of 110 dropped to 40, the 3rd student with a score of 130 dropped to 42, the 4th student with a score of 135 dropped to 43, the 5th student with a score of 140 dropped to 45, the 6th student with a score of 145 dropped to 52, the 7th student with a score of 150 dropped to 53, the 8th student with a score of 155 dropped to 55.

Meanwhile, the review (Mardijono, 2021) indicated a similar finding, with the pretest showing an average truancy rate of 76%. Meanwhile, the posttest showed a decrease in truancy, reaching an average of 43.5%. The reduction in truancy in this study was examined from all aspects underlying the behavior. Based on the aforementioned research findings, counseling with self-management techniques is proven to be effective in eliminating truancy in students.

The subjects in this study focused on students of Islamic boarding schools who have the status of students at the Annuqayah Islamic Boarding School Latee I, this research is considered importantto be done because students are seen as experts in the field of Islamic religion in the eyes of society, while the truancy behavior that is usually done by students in Islamic schools will greatly affect their academic achievement in the field of religion so that special handling is needed to overcome this problem. Therefore, this study refers to the handling of truancy attitudes of Islamic school students using self-management counseling methods with the aim that students can manage themselves, especially changing their usual maladaptive behavior into adaptive behavior.

Many previous researchers have conducted research on the effectiveness of self-management counseling in addressing truancy in students, as discussed above. However, none of these studies have examined truancy in Islamic boarding schools; most studies have focused on students outside of Islamic boarding schools. Therefore, the researchers were interested in using Islamic boarding school students as subjects in this study to determine whether self-management counseling is also effective in addressing truancy in students.

Research Methods

The approach used in this study employed a quantitative strategy, a research process based on the philosophy of positivism, typically applied to study a specific community or sample. The data collection method employed instruments or measuring tools, and then the data was described through numbers or statistics to prove the basic assumptions in the study (Sugiono, 2016). This study employed a pure experimental model with a pretest-posttest control group design.

The population in this study was 52 participants, including students from Islamic schools who indicated truancy. And among the 52 students, 10 students were selected as the research sample. The provisions for the number of samples in the study refer to most sample provisions in previous experimental studies whose independent variables are the same as those in this study, namely, counseling. As explained by Walker (1984) in Latipun, the emphasis on the number of samples in each group is not determined by the size of the population, but depends on the strength of the influence of a treatment on the dependent variable in the previous experiment. The sample decision in the study

used non-random sampling or a non-random method through purposive sampling, namely, the sample in the study is based on the subjective assessment of the researcher himself, with several specific considerations (Latipun, 2015).

Research instruments or the measuring instrument used in this study is a truancy behavior scale based on aspects of truancy behavior initiated by Gunarsa. The scale used is a Likert scale, in which there are 32 items containing groups of favorable and unfavorable statements with four response preferences: appropriate, inappropriate, very appropriate, and very inappropriate. Before being able to measure the research, the scale must first pass an accuracy test, namely a validity test to determine the level of validity of the scale content and a reliability test to determine the quality of the scale in testing data, with the note that it will still have the same results, even on different respondents.

These are self-monitoring, positive reinforcement (self-reward), contracts or agreements with oneself (self-contracting) and control over stimulus (stimulus control). The researchers developed the four techniques above into a program that the respondents were required to complete. The program, in a module, was implemented in two ways: face-to-face meetings at each stage of counseling, which aimed to explain the processes the respondents would undergo, and assignments, which involved writing on special paper provided by the researchers after the face-to-face sessions. The researchers gave respondents the freedom to choose whether to complete the assignments on-site or take them home, aiming to provide a sense of comfort.

In the data analysis technique, the researcher used a parametric descriptive analysis technique, which is one of the research information tests related to statistical inference, namely decision making on the population based on certain parameters (Santoso, 2019) and to make it easier to analyze the data, the researcher used the assistance of the IBM SPSS Statistics 23 application.

Conducting experimental research requires certain provisions or procedures that must be followed by researchers before conducting the research. In this study, the researchers identified three stages for experimenting: preliminary, actualization, and reporting. To further clarify the research stages prepared by the researchers, they are presented in the following table.

Stages	Date	Activity
Prefix	January 1, 2024 AD	Obtaining research permits from the Annuqayah Latee I Islamic Boarding School
	January 4, 2024	Observation and interviews
	May 1, 2024	Preparing the Scale, counseling module, and research schedule

Actualization	June 25-July 2, 2024	Implementation of research (conducting pretest, treatment of experimental group, and posttest)
Reporting	July 4, 2024	Summarizing research results

Research Results and Discussion

The respondents in this study consisted of 10 students who were indicated to have moderate and high levels of truancy, who were divided into two groups: the experimental group and the control group. Of these two groups, only the experimental group received self-management counseling to address their truancy. The treatment was tailored to a module specifically designed by the researchers as a reference for the study. To determine the effect of the treatment, pretests and posttests were conducted at the beginning and end of the treatment. These two tests yielded data measuring the level of truancy in both groups.

In measuring the severity of the respondents' truancy behavior, the researchers used an instrument to facilitate their understanding. This research used a Likert scale. The instrument contained statements based on Gunarsa's theory. Gunarsa's theory explains that four aspects of truancy behavior commonly occur among students: absence from school without explanation, being absent from school for days, leaving home but not arriving at school, and not returning to school during teaching and learning activities (Sukarmin & Lasaima, 2023).

From these aspects, several statements were then created, divided into two categories: a favorable group and an unfavorable group. Before being used as a measurement tool in research, the Likert scale must first undergo validity and consistency tests. Validity tests are intended to ensure the research instrument is valid and can be used in research. Reliability tests, or consistency tests, are intended to determine the consistency of the measurement tool used in research, even when tested at different times, in different circumstances, and in different locations.

In viewing the results of the scale trial, the researcher used the IBM SPSS Statistics 23 application, which refers to the person theory in the form of Product Moment Correlation. In this theory, it is explained that to be able to determine whether an instrument is detected as valid, one must look at the correlation coefficient (rxy) number, namely the point that describes the relationship between the statement score and the total score (item-total correlation). In Sugiono, it is explained that if the correlation coefficient significance value shows > 0.3, it can be concluded that the item is declared valid (Sugiono, 2016).

Based on the results of the scale validity test that has been conducted, it was obtained that the smallest number of the 32 items that have been presented is 0.301 > 0.3. Thus, it can be seen that the item is declared valid with a correlation level of 0.05. So that

the scale items expressed with numbers as stipulated above are considered appropriate to measure the level of truancy behavior of students at Madrasah Diniyah Annuqayah Latee I.

In the reliability test, the researcher used the Cronbach's alpha technique with the following results;

Tabel 1: *Reliability Statistics*

Cronbach's Alpha	N of Items
.916	32

The instrument's reliability test yielded a score of 0.916 > 0.05. Referring to the interpretation of the Sugiono correlation coefficient, the Cronbach's alpha value of 0.916 falls within the very strong standard. Therefore, the truancy scale in this study is reliable. These two test results ensure that the scale in this study will produce accurate data.

Based on the pretest results in the experimental group, it can be seen that the students of Madrasah Diniyah Annuqayah Latee I who have the maximum percentage are 3 people with a score of 60%, and those who have a medium percentage are 2 people with a score of 40%. While in the control group, the students who have the maximum percentage are 3 people with a score of 60%, and those who have a medium percentage are 2 people with a score of 30%. In the posttest results, there was a significant decrease in the level of truancy behavior in the experimental group, which reached 40% while in the control group, it was only 3.33%. The detailed data from the results of the above summation are as follows.

In the experimental group, the decrease in truancy behavior R1 was between 77 on the pretest score and 45 on the posttest score. In R2, the difference was between 60 on the pretest score and 35 on the posttest score. In R3, the difference was between 56 on the pretest result and 32 on the posttest score. In R4, the difference was between 70 on the pretest score and 40 on the posttest score. In R5, the difference was between 74 on the pretest score and 24 on the posttest result. Based on these data, it can be understood that in the experimental group there was a decrease in truancy behavior with quite significant results. Meanwhile, in the control group, the pretest and posttest scores showed the same average number. In other words, there was no significant change in truancy behavior in the control group.

Several factors contributed to the experimental group's success in reducing truancy, including, firstly, the environmental modifications implemented by the researchers. Environmental modifications are crucial for facilitating self-management (Gantina Komalasari et al., 2018). Environmental modifications in this study were conducted by engaging stakeholders from the subjects.

Second, the reward promised by the researcher to the research subjects when they successfully achieved their behavioral targets. The effect of this reward is a feeling of joy and happiness due to feeling appreciated, and it can motivate students to be more active in participating in school activities (Aftian Nur Oktavia et al., 2024). Third, the individual's own will. Willpower is the key to achieving anything, especially when changing behavior that has become a habit. It is certainly very difficult to realize this desire within an individual. The researcher's efforts to ensure the research subjects' willingness were carried out at the beginning of the meeting (the informed consent process), namely by first asking whether the subjects were willing to participate in the research and whether they were willing to change their truancy behavior.

Apart from looking at quantitative data, researchers also refer to qualitative data to deepen the data results (Zuhri Abdussamad, 2021). This method involved field observations, which involved directly observing the subjects' behavior both within the school and the Islamic boarding school environments. The researchers also conducted interviews with several parties to substantiate the data obtained. These included the subject's class leader, the madrasah diniyah administrators, roommates, and classmates. The data was further substantiated by reviewing student attendance records in each subject's class.

From direct observation data of the research subjects, it was found that in the experimental group, R1 had made several efforts, as written in one of the counseling papers, namely organizing his daily schedule. Thus, after being observed by the researcher, the attendance data of R1 students was also proven to be diligent in school. The same thing also happened to R2 and R4, who also made efforts to change by organizing their daily schedules. Meanwhile, R3, who had problems understanding the material, was seen making efforts in the form of trying to better understand the difficult material by studying with friends at the boarding school who were considered experts and capable of helping him understand the material. Then, the attendance data from R3 also showed the same condition, namely, R3 had not been truant again since June 25, 2024, when the treatment was taking place.

A different thing happened to R5; this subject was still truant in the middle of the treatment, with the reason that he did not have a hijab hook, so he could not leave the boarding school because he was bound by the rules of the Islamic boarding school, which required students to be neat when leaving the boarding school. The neat condition referred to here is using a hijab hook in the form of a safety pin/brooch, wearing a ciput, wearing clothes according to the rules, and wearing an alma mater brooch starting when the student leaves the boarding school gate.

Looking at these reasons, the researcher understands that R5 is the youngest subject, so R5 experienced a different development from the other research subjects. R5

is 14 years old, in Hurlock it is explained that this age is puberty, namely the overlapping period between the end of childhood and the beginning of puberty, which causes this respondent to have difficulty in managing himself (Elizabeth B. Hurlock, 2002). After this incident, the researcher paid special attention to R5 by always helping to find solutions to every problem faced, especially those related to the Islamic school. And this method produced positive results, seen at the end of the counseling meeting, R5 had shown several changes, such as not giving unreasonable reasons for skipping Islamic school and trying to attend even though Islamic school teaching and learning took place during the day.

Observations were not only carried out by researchers on the experimental group, but the same thing was also done on the control group, namely observing the subject's behavior directly, asking several parties as done in the experimental group, and supported by student attendance data in each class of the control group. From these data, the results were found that there was no change in the behavior of the control group, meaning that respondents continued to skip classes during the diniyah learning activities, especially those held during the day.

Based on the collected data, both quantitative and qualitative, from the experimental and control groups, it was concluded that there was a substantial variance between the two, namely that in the experimental group, there was a change in behavior from initially having a habit of skipping school to starting to be diligent in attending Islamic school. Meanwhile, in the control group, the previous behavior remained, namely skipping school during the Islamic school KMB. In quantitative data, the research results show that the normality test can be stated as normal, as shown in the following table.

Tabel 2: *One-Sample Kolmogorov-Smirnov Test*					
		*Pretest*eks perimen	*Posttest* eksperimen	*Pretest* kontrol	*Posttest* kontrol
N		5	5	5	5
Normal Parameters[a,b]	*Mean*	67,40	40,40	72,60	70,20
	Std. Deviation	9,044	7,301	9,127	11,367
Most Extreme	*Absolute*	0,213	0,170	0,197	0,244
Differences	*Positive*	0,193	0,170	0,197	0,244
	Negative	-0,213	-0,136	-0,146	-0,156
Test Statistic		0,213	0,170	0,197	0,244
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]

The table above shows that the sig. (2-tailed) value for both groups (experimental group and control group) in the pretest and posttest results is 0.200 > 0.05. Therefore, it

can be concluded that the research data is normally distributed, so that the answer to the hypothesis is H1 is accepted and H0 is rejected.

The homogeneity test aims to determine whether the samples from each group come from a population that has an equal or homogeneous pattern. The origin of the quotation of the provisions in the homogeneity test is based on whether the data shows a significant. (2-tailed) > 0.05, then the data distribution is homogeneous, whereas if the data shows a sig. (2-tailed) < 0.05, then the data distribution is heterogeneous. The following are the results of the homogeneity test in this research;

Tabe l3 :*Test of Homogeneity of Variances*

Hasil *pretest*			
Levene Statistic	df1	df2	Sig.
0,026	1	8	0,876

Based on the table above, it is known that the data variance in the pretest results of the experimental and control groups shows a sig. (2-tailed) of 0.876 > 0.05. So the research data is declared homogeneous. Meanwhile, in the posttest homogeneity test, the experimental and control groups show a significant figure as in the following table:

Tabe l1: *Paired Samples Test*

		Paired Differences					*t*	*df*	*Sig. (2-tailed)*
		Mean	*Std. Deviation*	*Std. Error Mean*	*95% Confidence Interval of the Difference*				
					Lower	*Upper*			
Pair 1	*pretesteksperimen - pos test eksperimen*	27,00000	3,74166	1,67332	22,35412	31,64588	16,136	4	0,000

Based on the table above, the data variance in the posttest results shows similarities as shown by the sig. (2 tailed) value of 0.269. So it can be concluded that the data is homogeneous.

The focus of this research is to prove whether self-management counseling affects reducing truancy among the students who were respondents in the research. The hypothesis testing in this research uses a T-test *(t-test)*, namely multiple tests (paired sample t-test) and non-multiple tests (independent sample t-test), with the origin of quoting steps if the number is significant. (2-tailed) < 0.05 then H1 is accepted and H0 is

rejected. Meanwhile, if the sig number (2-tailed) > 0.05, then H1 is rejected and H0 is accepted. The resulting data is as follows;

**Tabel4 :*Test of Homogeneity of Variances***

Hasil *posttest*

Levene Statistic	df1	df2	Sig.
1,410	1	8	0,269

The table above shows that the self-management counseling treatment provided positive changes to the level of truancy behavior of students in the experimental group, with the results significant. (2-tailed) A figure of 0.000 < 0.05, which indicates a substantial decrease in the respondents' truancy behavior after the treatment was completed. Meanwhile, in the independent sample t-test, the sig. (2-tailed) The figure produced was 0.001 < 0.05 as in the table below;

Tabe l2: *Independent Samples Test*

		Levene's Test for Equality of Variances		*t-test for Equality of Means*					
		F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*95% Co Interv Diffe Lower*
hasi l	*Equal variances assumed*	1,4 10	0,269	- 4,93 3	8	0,001	-29,80000	6,04152	- 43,7317 8
	Equal variances not assumed			- 4,93 3	6,82 0	0,002	-29,80000	6,04152	- 44,1625 8

Based on value*sig. (2-tailed)*The results as presented in the table illustrate that there is substantial variation after the treatment was carried out, as seen in the post-test results of the experimental and control groups. To determine the categorization of the results of the level of truancy behavior in the experimental and control groups, the pre-test and post-test results in this research are depicted in the following chart;
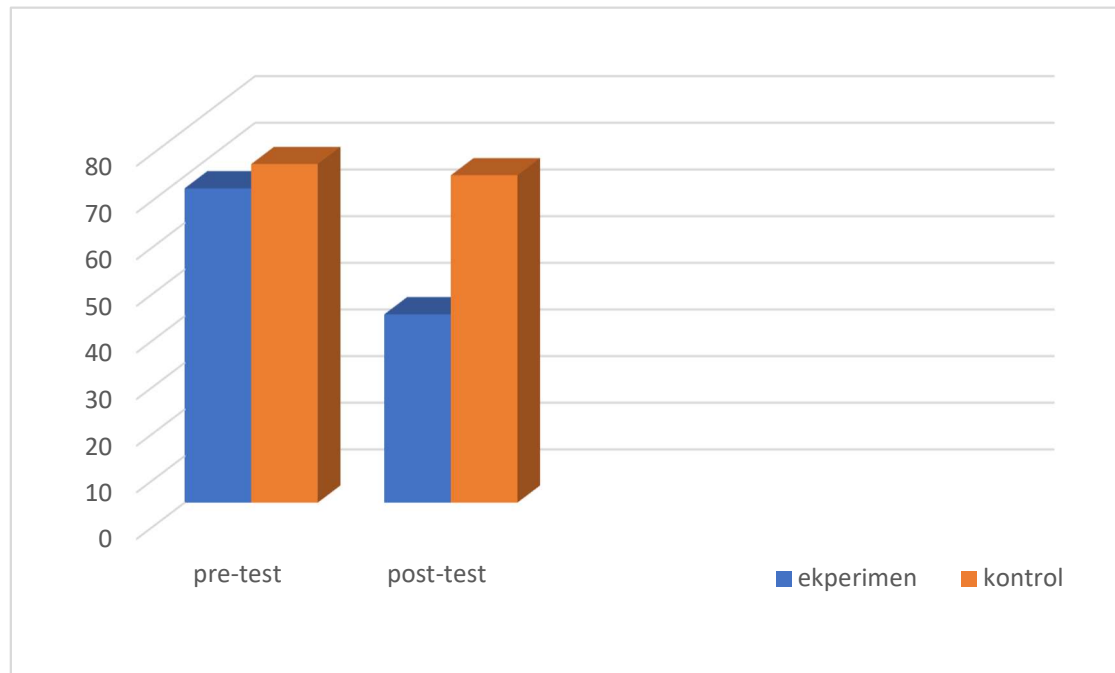
In the experimental group, the pre-test and post-test results showed that the highest level of truancy behavior reached 77, and the lowest was 32. While the average pre-test results were 67.4, the average post-test results were 40.4. Based on the pre-test results in the experimental group, Madrasah Diniyah Annuqayah Latee I students who had a high percentage were 3 people with a score of 60%, and those who had a moderate percentage were 2 people with a score of 40%. This percentage was calculated from the number of experimental groups, namely, 5 respondents. The post-test results of the experimental group showed different results, namely, there was a decrease in truancy behavior of students in each research subject, with differences in the average results of the pre-test and post-test as explained above.

Meanwhile, the results of measuring the level of truancy behavior of control group students in the pre-test and post-test data showed that the highest level of truancy behavior reached 85, and the lowest was 56. The average of the pre-test results was 72.6, and the average of the post-test results was 70.2. Based on the pre-test results, it can be seen that the students of Madrasah Diniyah Annuqayah Latee I who had a high percentage were 3 people with a value of 60%, and those who had a moderate percentage were 2 people with a value of 30% of the total control group.The post-test results for the

control group showed that the truancy rate was not significantly different from the pre-test results. This can be seen in the average pre-test and post-test results for the control group, as mentioned above. Therefore, it can be concluded that there was no significant effect on the control group of research subjects.

Based on the data presented above, it can be concluded that there is a difference in the results of the pre-test and post-test between the two groups. It is known that the total pre-test score for the experimental group is 337 and the post-test score is 202. The difference between the scores of the two tests is 135 points. Meanwhile, the total pre-test score for the control group is 363 and the post-test score is 351. The difference in the two tests for the control group is 12 points.

The basis for assessing the percentage decrease in the level of truancy behavior of students in the research subjects is to use the following formula;

$$P = \frac{selisih}{hasil\ pre-test} \times 100\%$$

The following is the process and results of determining the percentage reduction in the level of truancy behavior of students in the experimental group and the control group:

a) Experimental group

$$P = \frac{selisih}{hasil\ pre-test} \times 100\%$$

$$\frac{135}{337} \times 100\%$$

$$0,400 \times 100\%$$

$$40\ \%$$

b) Control Group

$$P = \frac{selisih}{hasil\ pre-test} \times 100\%$$

$$\frac{12}{363} \times 100\%$$

$$0,033 \times 100\%$$

$$3.3\%$$

Conclusion

Based on the overall information obtained in the research, it is known that self-management counseling can overcome the truancy behavior of students at Madrasah Diniyah Annuqayah Latee I. This statement is based on the T-test score with the results of the paired sample t-test with a sig. (2-tailed) of 0.000 <0.05. This score indicates a substantial influence on the behavior of research subjects through the treatment that has been carried out in the study, meaning that self-management counseling that has been carried out by researchers can reduce truancy behavior from the experimental group. Likewise, in the independent sample t-test, the sig. (2-tailed) score obtained was 0.001 <0.05, so it can be interpreted that there is a substantial difference in the posttest scores of the experimental group and the control group. So, the researchers concluded that self-management counseling is proven to be able to reduce the attitude of truancy of students.

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