



Behavioral Counseling with Self-Management Techniques to Increase Self-Awareness of Educational Staff at Universitas Panji Sakti, Indonesia

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ABSTRACT

This study aims to determine whether behavioral counseling combined with self-management techniques can increase the self-awareness of academic staff at Universitas Panji Sakti. The hypothesis proposed is that if behavioral counseling with self-management techniques is applied effectively, the self-awareness of academic staff will increase. This study uses a Counseling Guidance Action Research (CGAR) approach in two cycles, which consists of the stages of identification, diagnosis, prognosis, counseling, evaluation, and reflection. A purposive sampling technique was used to select 14 academic staff who showed self-awareness and needed improvement based on the initial assessment. The research instruments included questionnaires, interviews, and observations. The validity test was carried out through content validity with an item correlation above 0.70, while the reliability test used Alpha Cronbach with a value of 0.85. The results showed an increase in self-awareness from Cycle I to Cycle II. In Cycle I, 12 out of 14 academic staff increased from 79.8% to 88.6%, with an average increase of 8.8%. The five staff members who did not meet the completion criteria continued to Cycle II, increasing from 80.5% to 88.3% and an average increase of 7.9%. Although two staff members have not reached the "very good" category, the overall success indicator has exceeded 85%. These findings indicate that the self-management technique of behavioral counseling is effective in increasing the self-awareness of academic staff. With the systematic approach of PTBK, interventions can be carried out in stages and evaluated to ensure their effectiveness.

INTRODUCTION

In a government, private, or educational institution, education personnel must be an important component to help the institution's operation (Hidayat, 2019). The definition of education is that the personnel is a community member who devotes himself and is appointed to support the implementation of planning and carrying out administration, management, development, and technical services to support the educational process in institutional units. Education personnel are also divided by their respective duties according to the needs of related

institutions ([Directory of Education Personnel, 2008](#)). In carrying out these duties, education personnel usually find a phase where they feel bored or too heavy in carrying out the tasks assigned by related institutions.

So, it is not uncommon for us to find several things from education personnel that deviate from the institution's rules where the education personnel receive wages. This will indirectly affect the operational activities of the institution where the education personnel work. Therefore, there is good communication between an institution and education personnel ([Maisah et al., 2020](#)). This aims to determine the condition of the staff who have given their energy to run the institution's operations. As is the case at Universitas Panji Sakti Singaraja (UNIPAS).

There are 14 of them, and each educational staff member has a working period of up to 58 years. Based on initial observations and the attendance recap results, some education personnel still do not have maximum self-awareness, both in terms of performance. If this is allowed to happen, it will have an impact on the personal performance of these education personnel and, of course, have an impact on other education personnel because education personnel with good *self-awareness* will assume that the acquisition of rights is not influenced by good and bad performance so that it can reduce their self-awareness. From the initial observation, 14 education personnel of Universitas Panji Sakti (UNIPAS) Singaraja were finally obtained as the subject of this research.

This is counseling carried out using *self-management* techniques. This strategy aims to assist the counselee in regulating, monitoring, and evaluating himself in achieving behavioral behavior changes toward a better direction. There is a change strategy in the counselee directing his behavior with a technique or a combination of neuropathic techniques so that this technique can affect the discipline of students ([Chowdhury & Alam I, 2017](#)).

This is based on UNIPAS rules that attendance reporting is limited to a maximum of 08.30 WITA. If it exceeds this limit, then automatically, the attendance reporting of the relevant education personnel will not be seen. So, sanctions will be imposed as a 50% cut in attendance transport, or if it is not seen to report attendance until working hours are over, it will be deducted 100% of the amount of transport per day. Moreover, for performance, each education staff has their own. Job role If some tasks have not been completed or are not completed, they will be evaluated by the head of the General Administration Bureau. This will also be an assessment regarding the performance of these education personnel. From this problem, research feels *urgent* to be carried out as one of the ways to be applied to an institution, namely by conducting behavioral counseling. Behavioral counseling is a therapeutic technique based on learning theory that focuses on individual behavior to help counsees learn new behaviors in solving their problems through action-oriented techniques.

In general, the discipline problem of education personnel related to attendance and performance also occurs in various educational institutions in Indonesia. Many institutions experience difficulties enforcing time discipline ([Barqy, 2015](#); [Budijanto & Rini, 2019](#)), impacting the effectiveness of academic services and work productivity. The negative impact of this problem continues to decrease the quality of educational education services, the professionalism of the personnel, and the reduction of student and community trust in academic institutions.

Therefore, this research feels urgent to be carried out as one way to be applied to an institution, namely by conducting behavioral counseling. Behavioral counseling is a therapeutic technique based on learning theory that focuses on individual behavior to help counsees learn new behaviors to solve problems through action-oriented techniques.

One of the things that is intended to use these techniques is to increase the self-awareness of education personnel. Self-awareness itself is about self-awareness. Self-awareness means individuals' ability to recognize and understand themselves thoroughly, starting from understanding their nature, character, feelings, emotions, perspective, thoughts, and how to adapt to their

environment. The subjects studied were 14 Universitas Panji Sakti, education personnel with low self-awareness. Based on the above, the title is The Effectiveness of Behavioral Counseling with Self-Management Techniques to Increase Self-Awareness of Education Personnel at Universitas Panji Sakti (UNIPAS) Singaraja. Based on the background of the study, the purpose of this study was to determine how effective behavioral counseling using self-management techniques is in increasing the self-awareness of educational staff at Universitas Panji Sakti (UNIPAS) Singaraja.

Corey (2020) states that behavioral counseling aims to change good behavior for individuals. Alternatively, in other words, behavioral counseling is a process of helping individuals solve the problems they face until they can make a decision. In counseling, counselors learn new behaviors, eliminate maladaptive behaviors, strengthen and maintain desired behaviors, and form behavior patterns by providing pleasant rewards or reinforcement as soon as the expected behavior appears.

One of the techniques used in behavioral counseling is self-management. According to Gie (2018), self-management techniques include motivating yourself to move forward, managing all elements of personal ability, controlling the ability to do good to the body, and developing various aspects of life to be more perfect. Meanwhile, according to (Abdullah, 2019), in self-management techniques, there are psychological strengths that help each direct his decision-making, determine his choices, and identify effective ways to achieve his goals. According to Sa'diyah et al.(2020), self-management techniques aim to study and understand individual behavior by changing behavior from originally maladaptive to adaptive.

Self-management techniques aim to learn and understand one's behavior where each individual has the skills to directly to direction themselves change their behavior towards a more positive so that they can reduce difficulties in carrying out their daily activities, including carrying out their duties in the world of work. Meanwhile, according to Stewart & Lewis (in Agussalim, 2021), in counseling, self-management is called behavioral self-control, which refers to the individual's ability to direct his behavior, namely the ability to do directed things even though these efforts are difficult.

In this study, self-management is implemented in individual counseling education personnel who are expected to engage in behavior change steps and programs. Self-management is a procedure by which individuals regulate their behavior. In this technique, individuals are involved in some or all of the basic components: determining the target behavior, monitoring this behavior, choosing these procedures, and evaluating the effectiveness of these procedures so that they can cause or increase the individual's self-awareness. In language, the meaning of self-awareness is self-awareness. Self-awareness is a person's ability to recognize his feelings, sort or distinguish his feelings, understand what he is feeling, why he can feel it, know what causes the appearance of these feelings, and know the effect of certain behaviors on others (Qowimah et al., 2021). Self-awareness also means the ability to see oneself objectively by reflecting and introspecting. Thus, individuals can think about their behavior and lifestyle as a reality.

By having a good level of self-awareness, a person has a sharp awareness of personality, including strengths and weaknesses, thoughts and beliefs, emotions, and motivations (Aprina et al., 2021). Self-awareness can be built through the following steps: getting used to having a healthy mindset, trusting one's abilities, evaluating oneself, and controlling emotions. This study seeks behavioral counseling with self-management techniques to increase the self-awareness of education personnel at Unipas. Personnel Education is tasked with assisting in the implementation of education, such as related to administration and so on related to the educational process in an institution.

METHODS

Research Design

This research includes PTBK (Guidance and Counseling Action Research) using a quantitative descriptive approach with observation and questionnaire methods to determine the effectiveness of applying self-management techniques to Universitas Panji Sakti, education personnel to increase self-awareness. This research was conducted at Universitas Panji Sakti, which is located in two locations, namely Jalan Bisma number 22 and Jalan Pramuka number 5, Singaraja, Buleleng District. For the needs of this study, the research subjects chosen were 14 education personnel who served on the campus of Universitas Panji Sakti, both on Jalan Bisma and on Jalan Pramuka. This research aims to use self-management techniques for education personnel of Universitas Panji Sakti to increase self-awareness. Data was collected using observation, questionnaire, and documentation techniques. After the data and information needed are collected, the next activity is to analyze the data to find the meaning of the findings.

Participants and Procedure

The population in this study was all education personnel at Universitas Panji Sakti. However, due to limited time and resources, this study used a purposive sampling technique: sample selection based on specific criteria relevant to the research objectives. The criteria used are education personnel who show the level of self-awareness that needs to be improved based on the initial assessment results. Based on this technique, 14 education personnel who served at the Universitas Panji Sakti locations were obtained as research subjects.

Instruments

The main instrument in this study is a questionnaire used to measure the level of self-awareness of education personnel before and after intervention with self-management. In addition to techniques, data were also collected through observation and documentation to strengthen the research findings. Before being used in the study, the questionnaire was tested for validity and reliability. Test The, where the validity was carried out with content validity, was validated by experts in guidance, counseling, and educational psychology to ensure that each questionnaire item measured aspects of the concept of self-awareness. The test validity results show that all questionnaire items have a correlation value above 0.70, which means they meet the criteria for good validity. Meanwhile, the test reliability was conducted using Cronbach's Alpha method, resulting in a reliability coefficient value of 0.85, which indicates that the instrument has a high level of consistency.

Data Collection and Analysis

After the necessary data and information are collected, data analysis is carried out to interpret the findings. The results showed increased self-awareness among education personnel after applying self-management techniques. With PTBK's systematic approach, interventions can be carried out in stages and evaluated to ensure effectiveness.

This research is said to be successful if education personnel experience increased self-awareness of quantitative and qualitative criteria. Quantitative criteria determine the success of the action; see Table 1. Research This is declared successful if 85% of all research subjects have reached the excellent category (percentage range 89-100).

RESULT AND DISCUSSION

Result

Based on the initial data, the subjects of this study were educational staff (employees) of Universitas Panji Sakti (UNIPAS) Singaraja, who showed good. Self-awareness with a good category is known from the results of observations and the answers to the questionnaire, which has a total of 25 questions. The highest score from the questionnaire Was 125, while the lowest score was 71.2. Determination of education personnel as subjects to be provided with services is education personnel who show a percentage of answers below 89%. This is done considering the category used as a reference for classifying education personnel's high and low self-awareness. The data obtained from distributing the questionnaire self-awareness were analyzed with descriptive statistics as a percentage of success. Initial data obtained after distributing self-awareness questionnaires to UNIPAS education personnel are presented in Table 2.

Based on the table above, it can be seen that 12 education personnel who scored below 89% were categorized as having good self-awareness. Of the 25 aspects asked in the questionnaire, several items still have to be improved in the 12 subjects that scored Good, including (1) education personnel lack self-control, (2) interpersonal skills are still lacking, and (3) education personnel lack understanding of their strengths and weaknesses. Some of these items have a crucial role in improving individual performance in the world of work. For this reason, the 12 subjects of study deemed necessary to be provided with services to be holistic. The self-awareness services provided are carried out using the cycle method. Goleman (in Septianingtias & Herwin, 2022) states that self-awareness is a person's ability to recognize emotions, strengths, weaknesses, motivation, and the impact contained in oneself. Self-awareness is used to help individuals make decisions and assess their abilities realistically.

Furthermore, Abdurohman (in Mumpuni, 2018) states that students' disciplinary attitudes are related to self-awareness. A student is considered good at learning if they consciously and

Table 1. Results of Questionnaire Distribution Self-Awareness (pre-cycle)

| No. | Name | Score | Max Score | Percentage of Achievement (%) | Category |
|-----|------|-------|-----------|-------------------------------|-----------|
| 1 | A | 125 | 125 | 100 | Very good |
| 2 | B | 112 | 125 | 89.6 | Very good |
| 3 | C | 102 | 125 | 81.6 | Good |
| 4 | D | 97 | 125 | 77.6 | Good |
| 5 | E | 104 | 125 | 83.2 | Good |
| 6 | F | 103 | 125 | 82.4 | Good |
| 7 | G | 104 | 125 | 83.2 | Good |
| 8 | H | 94 | 125 | 75.2 | Good |
| 9 | I | 100 | 125 | 80 | Good |
| 10 | J | 98 | 125 | 78.4 | Good |
| 11 | K | 89 | 125 | 71.2 | Good |
| 12 | L | 98 | 125 | 78.4 | Good |
| 13 | M | 103 | 125 | 82.4 | Good |
| 14 | N | 105 | 125 | 84 | Good |

continuously do everything the school has determined or programmed (Nurjanah & Khairi, 2024). Group Counseling has several techniques, including a self-management technique derivative of cognitive behavioral modification and cognitive behaviorism therapy. Self-management is a family

Table 2. Identification of Research Subjects

| No. | Employee Name | Length of Service | Gender |
|-----|---------------|-------------------|--------|
| 1 | D | 11 years | Male |
| 2 | H | 17 years old | Female |
| 3 | J | 23 years old | Female |
| 4 | K | 4 years | Male |
| 5 | L | 14 years | Male |
| 6 | N | 7 years | Female |
| 7 | F | 19 years old | Female |
| 8 | C | 6 months | Female |
| 9 | E | 22 years old | Female |
| 10 | G | 22 years old | Female |
| 11 | M | 25 years | Female |
| 12 | I | 11 years | Male |
| 13 | A | 11 years | Male |
| 14 | B | 30 years | Male |

or technique rooted in expanding operant conditioning theory with social cognitive techniques (Handayani & Haryadi, 2024).

Cycle I action is carried out in 5 stages: identification, diagnosis, prognosis, counseling, evaluation, and reflection. Cycle I was carried out in 12 meetings using 12 meetings with individuals. The counseling implementing cycle I scheduled was carried out on November 2-30, 2024, by counseling each counselee at least once during a meeting. At the Identification Stage, a detailed deepening of the biodata of education personnel, such as the background of education personnel, is carried out. The following presents the results of the subject identification.

After the Identification Stage, proceed with the stage to find out the factors causing the problems experienced by education personnel at the Diagnosis Stage. The following shows the results of the diagnosis and prognosis of the research subject.

Table 3. Diagnosis and Prognosis Cycle I

| No. | Subject code | Initial Score | Diagnosis Result (Indicator Good Self-Awareness) | Prognosis Result |
|-----|--------------|---------------|--|---|
| 1 | D | 77,6 | This education staff received questionnaire results with good score criteria. D has a quiet personality, and is not easy to actively discuss. | Training D by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that D is able to know and be able to develop himself better. |
| 2 | H | 75,2 | This education worker has a score with good criteria. H feels that the UMR is still far away, the workload does not match the honorarium received, and currently many rewards are missing. | Training H by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that H is able and can develop himself better. |
| 3 | J | 78,9 | This education worker has a score with good criteria. J felt that he did not match the allowances he received with his workload. | Training J by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that J is able and can develop himself better. |
| 4 | K | 71,2 | This education worker has a score with good criteria. K feels uncomfortable with work environment friends and also has a closed personality | Training K by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that K is able and able to develop himself even better |

| | | | | |
|----|---|------|--|--|
| 5 | L | 78,4 | This education personnel has a score with good criteria. L feels there is injustice in providing workload and promotion for employees, supervision too often gives a sense of discomfort. | Training L by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that L is able and able to develop himself even better |
| 6 | N | 84 | This education staff has a score in the good category. In N's answers there are no points that are too problematic. However, N has a slightly closed character. N is afraid to be too open with fellow coworkers. | Training N by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that N is able and can develop himself better. |
| 7 | F | 82,4 | This education personnel has a score in the good category. At a certain point F was dissatisfied with the salary earned with the length of service he had undertaken. | Train F by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that F is able and able to develop himself even better |
| 8 | C | 81,6 | This education personnel has a score in the good category. In C's answer, there are no points that are too problematic because C is an education staff who has only worked for less than a year. It's just that, C feels that he hasn't been able to adjust to the work environment. | Training C by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that C is able and able to develop himself even better |
| 9 | E | 83,2 | This education personnel has a score in the good category. At a certain point, E was dissatisfied with the unfairness of promotion with the length of service that had been undertaken. | Training E by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that E is able and can develop himself better. |
| 10 | G | 83,2 | This education staff has a score in the good category. There are no points that are too problematic in G's answers. It's just that G has a very closed nature and behaves as necessary. | Training G by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that G is able and able to develop himself even better |
| 11 | M | 82,4 | This education personnel has a score in the good category. At certain points M felt that the salary received was not in accordance with the workload given. | Training M by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that M is able and able to develop himself even better |
| 12 | I | 80 | This education personnel has a score in the good category. At certain points I feel that there is a tendency to favoritism between coworkers which causes less comfort at work. | Training I by providing behavioral counseling with techniques <i>self-management</i> to increase <i>self-awareness</i> so that I is able and can develop myself better. |

In the counseling or treatment stage, it is this given in one meeting where a meeting is used for individual counseling starting on November 4-19, 2024, and the last meeting is evaluated in the form of filling out a questionnaire by the counselee. The evaluation results from the monitoring cycle can be seen; there was an increase in the *self-awareness of* education personnel who were used as subjects in this study. The increase is presented in the following Table 5.

Table 4. Results of Increasing the Percentage of Self-Awareness of Education Personnel in Cycle I

| No. | Employee Name | Initial Data | Monitoring | | Percentage Increase (%) | Information | Category | |
|-----|---------------|--------------|-------------|---------|-------------------------|-------------|-----------|-----------|
| | | | (%) Initial | Cycle I | | | | |
| 1 | A | 125 | 100 | | | | Very good | |
| 2 | B | 112 | 89,6 | | | | Very good | |
| 3 | D | 97 | 77,6 | 117 | 93,6 | 16 | Increased | Very good |
| 4 | H | 94 | 75,2 | 110 | 88 | 12,8 | Increased | Good |
| 5 | J | 98 | 78,4 | 98 | 78,4 | 0 | None | Good |
| 6 | K | 89 | 71,2 | 90 | 72 | 0,8 | Increased | Good |
| 7 | L | 98 | 78,4 | 107 | 85,6 | 7,2 | Increased | Good |
| 8 | N | 105 | 84 | 119 | 95 | 11 | Increased | Very good |
| 9 | F | 103 | 82,4 | 113 | 90,4 | 8 | Increased | Very good |
| 10 | C | 102 | 81,6 | 112 | 89,6 | 8 | Increased | Very good |
| 11 | E | 104 | 83,2 | 107 | 85,6 | 2,4 | Increased | Good |
| 12 | G | 104 | 83,2 | 118 | 94,4 | 11,2 | Increased | Very good |
| 13 | M | 103 | 82,4 | 121 | 96,8 | 94,4 | Increased | Very good |
| 14 | I | 100 | 80 | 117 | 93,6 | 13,6 | Increased | Very good |

The results percentage table above shows that of the 12 education personnel who were given individual counseling in counseling cycle I, five have self-awareness below the target or the expected percentage, above 89%. Therefore, these education personnel need further individual counseling in cycle II to maximize the treatment used.

Cycle II was carried out 5 times for individual services and one evaluation of 5 education personnel who had not yet reached a percentage above 89%. Meanwhile, seven education personnel who already have self-awareness above 89% will be monitored to maintain increased self-awareness. The schedule for implementing cycle II was carried out on December 2-28, 2024. Before providing services, the stages of diagnosis and prognosis are carried out first. At the diagnostic stage, the factors causing the five subjects who still have good self-awareness are explored in general, the things that cause the lack of maximum self-awareness of the subject area.

In this diagnostic process, after knowing the cause of the problems experienced by the subjects, which is the basis for determining the steps for problem-solving at the prognosis stage. At the Prognosis Stage, five subjects were taught to look back at self-analysis regarding the concepts to be changed. From looking at the self-analysis, it can evaluate the self-change plans that have been made so that it can be seen that things have not been maximally implemented. After knowing the behavior change plans, it is necessary to carry out the maintenance stage

The next stage is the Counseling Stage, which provides individual counseling services with a

Table 5. Factors of Causal 5 Subjects Who Still Have Good Self-Awareness

| Subject Name | Results |
|--------------|---|
| Subject J | Subject J has a <i>self-awareness</i> that has not been maximized, this can be seen when J is given the 2nd service, he still cannot control his own thoughts, so there are several things that he cannot accept. Such as the imbalance between the workload and the salary earned. |
| Subject K | Subject K has <i>self-awareness</i> that has not been maximized, seen when K was given the 2nd service. The result is that K still lacks interpersonal skills. So that K still feels uncomfortable with colleagues in his work environment. And have not been able to recognize their own strengths and weaknesses. Which makes K unable to accept a salary that is still below the minimum wage. |
| Subject H | Subject H has <i>self-awareness</i> that has not been maximized, this can be seen when given the second service, H is still in his stance regarding his disappointment with the mismatch of the <i>rewards</i> given to the performance that has been carried out. |
| Subject L | Subject L has <i>self-awareness</i> that has not been maximized, this is because when L was given the 2nd service, he still felt uncomfortable with too much supervision at work. |
| Subject E | Subject E has <i>self-awareness</i> that has not been maximized, because when he was given the 2nd service, E still felt dissatisfied with the promotion with the performance that E had done. |

Table 6. Individual counseling results in cycle II

| Subject | Individual counseling results Cycle II |
|---------|--|
| J | J is an education personnel who already has self-awareness in the good category, but is still below the 89% score. J is now able to receive advice and motivation from the counselor. In the counseling process J understands the situation where he works, so that J can accept what has become a task that must be done and what has been entrusted by the institution where he works without demanding excessive rights. J finally has good loyalty in his work. |
| K | K is an education personnel who already has self-awareness in the good category, but is still below the 89% score. Now K already understands his shortcomings and strengths, and accepts the good value and lack of where K works. In the counseling process, positive reinforcement is given to maintain behavior that has changed. Provide motivation again so that K can develop the potential he has, so that his development is maximized both inside and outside his work environment. |
| H | H is an education staff who already has very good . Now H has understood his shortcomings and strengths, and tries to be more optimal at work so that H can get self-awarenessrewards according to his performance. In the counseling process, positive reinforcement is given to maintain behavior that has changed. Provide motivation again so that H can develop the potential he has, so that his development is maximized both inside and outside the work environment. |
| L | L is an education staff who already has very good . Now L understands how to convey his discomfort to superiors properly and confidently. In the counseling process, positive reinforcement is given to maintain behavior that has changed. Provide motivation again so that L can develop the potential he has, so that his development is maximized both inside and outside his work environment.self-awareness |
| E | E is an education staff who already has good . Now E has understood his shortcomings and strengths, and tries to be more optimal at work so that E can self-awarenessget achievements according to his performance. In the counseling process, positive reinforcement is given to maintain behavior that has changed. Provide motivation again so that E can develop the potential he has, so that his development is maximized both inside and outside his work environment. |

Behavioral approach to self-management techniques to increase self-awareness in 5 subjects. Observation is carried out for the other seven subjects who have experienced an increase above 89%, which aims to maintain self-awareness that increased and is already good. In the counseling/treatment stage, it is given in 2 meetings. The results of individual counseling in cycle II will be described in Table 7. The results of monitoring cycle II can be seen; there was an increase in self-awareness in the five education personnel who were used as subjects in this study. The increase is presented in the following table 8.

Discussion

Table 7. Cycle II Evaluation Results

| No. | Name of Personnel | Monitoring | | | | Percentage Increase (%) | Information | Category |
|-----|-------------------|------------|-------------|----------|--------------|-------------------------|-------------|-----------|
| | | Cycle I | (%) Cycle I | Cycle II | (%) Cycle II | | | |
| 1 | E | 107 | 85,6 | 119 | 89,6 | 4 | Increased | Very good |
| 2 | J | 98 | 78,4 | 102 | 81,6 | 3,2 | Increased | Good |
| 3 | K | 90 | 72 | 104 | 83,2 | 11,2 | Increased | Good |
| 4 | H | 110 | 88 | 119 | 95,2 | 7,2 | Increased | Very good |
| 5 | L | 107 | 85,6 | 115 | 92 | 6,4 | Increased | Very good |
| 6 | C | 112 | 89,6 | | | | | Very good |
| 7 | G | 118 | 94,4 | | | | | Very good |
| 8 | M | 121 | 96,8 | | | | | Very good |
| 9 | I | 117 | 93,6 | | | | | Very good |
| 10 | D | 117 | 93,6 | | | | | Very good |
| 11 | N | 119 | 95 | | | | | Very good |
| 12 | F | 113 | 90,4 | | | | | Very good |
| 13 | A | 125 | 100 | | | | | Very good |
| 14 | B | 119 | 89,6 | | | | | Very good |

The evaluation results in cycle II show that some good education personnel have shown changes after being given Behavioral counseling with self-appropriate techniques. Thus, education personnel who show very good self-management can show changes in increasing self-awareness in a better direction. Based on research results (Harini et al., 2019) in Work Behavior, which consists of service orientation, integrity, commitment, discipline, cooperation, and leadership, it was realized at 35.52%, which means it has not reached the target of 40%. The less-than-optimal results of employee performance in 2016 were thought to be due to a lack of self-belief and employee motivation. An employee must improve his ability to do the assigned tasks to achieve the target company. Low performance can also be seen from the high employee absentee level.

From the initial data, where 14 education personnel were the research subjects, in cycle II, there was an increase of 12 people, or 85.7%, of education personnel with very good awareness. Although two education personnel are still in the good category, this research has been successful because it has met the success indicator above 85%. So, behavioral counseling with self-management strategies is effectively used to increase the self-awareness of education personnel. Since this study has reached the research success indicator, individual counseling is sufficient until cycle II only.

Thus, it can be understood that the results of this research support the theory expressed by Hays & Erford⁹, which states that counselors are sensitive to cultural cultures and understand and appreciate differences between themselves and counseling (Seprianto et al., 1970). There are research results that have been carried out previously by Muratama (Adirama et al., 2023) showing the results that behavioral counseling is a counseling service that counselors can apply (Thalib et al., 1970) in the implementation of counseling in terms of behavior modification. In line with this research, Widodo (Adirama et al., 2023) explains that disciplinary behavior that occurs in students includes students who like to skip class, come to school late, are not orderly, and carry out behavior that can harm others. This self-management technique is to "improve students' learning discipline behavior so that it is expected that students who have low learning discipline behavior at school can change, motivate, and improve disciplinary behavior in learning (Netizen, 2009). self-management strategy This was chosen because this strategy can change behavior by regulating and monitoring carried out by students themselves in the form of self-monitoring exercises, controlling stimuli, and rewarding themselves" (Safirah et al., 2022).

CONCLUSION

Based on the study results, applying behavioral counseling with self-management techniques has been proven to increase self-awareness among the educational staff of Universitas Panji Sakti Singaraja. This can be seen from the pre-cycle results, where out of 14 research subjects, only two people (14.29%) had self-awareness in the Very Good. After implementing the intervention in Cycle I, this number increased to 9 people (64.3%), and in Cycle II, it increased again to 12 people (85.71%). Although there are still two education personnel in the Good category, this study has met the success indicator of at least 85% of all subjects in the Very Good. However, this study has several limitations. First, the number of subjects was limited to only 14 education personnel at one institution, so the results of this study cannot be widely generalized. Second, this study only focuses on increasing self-awareness without considering other contributing factors, such as work environment, organizational culture, or individual experiences. Third, the study's relatively short duration may affect the long-term stability of changes in self-awareness. Therefore, further research is recommended to involve more subjects, expand the aspects studied, and conduct long-term evaluations to understand the sustainable impact of self-management techniques in Behavioral counseling.

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