

"The Implementation Of Behavioristic Interventions Using Self-Management Techniques To Overcome Difficulties In Time management And Goal setting For High School Students Participating In Extracurricular Activities."

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Abstract

Time management is the ability to allocate and utilize time to achieve a balance between study activities and extracurricular activities. Difficulties in managing time are common among high school students who participate in extracurricular activities. The subject of this study is a ninth-grade student who serves as the student council president. The subject aims to balance academic achievement with the extracurricular activities they participate in. The method used in this study is a behavioral intervention employing self-management techniques combined with Time management and goal setting. The stages of the intervention are as follows: (1) Building rapport, explaining the intervention stages, and creating a learning contract for the duration of the intervention. (2) Pre-test on time management, followed by Time management materials and assignments. (3) Pre-test on goal setting using the SMART method. (4) Post-test on Time management and goal setting. The results of the intervention showed that the client was able to organize their daily schedule more easily and set daily goals using the SMART method.

Keywords: Behavioristic Counseling, Difficulty Study Management Time, Time

Management

Abstrak

Manajemen waktu adalah kemampuan untuk mengalokasikan dan memanfaatkan waktu untuk mencapai keseimbangan antara kegiatan belajar dan ekstrakurikuler. Kesulitan mengatur waktu pada siswa SMA yang mengikuti kegiatan ekstrakurikuler umum terjadi. Subjek merupakan siswa kelas IX MA yang menjadi ketua Osis. Subjek ingin menyeimbangkan antara prestasi akademik dan kegiatan ekstrakurikuler yang diikutinya. Metode yang digunakan dalam penelitian ini yaitu intervensi behavior menggunakan teknik self management dengan manajemen waktu dan goal setting. Tahapan intervensi ini yaitu: (1) *Building Rapport*, Penyampaian Tahapan Intervensi dan Pembuatan kontrak belajar selama intervensi. (2) *Pre test* manajemen waktu, Materi dan tugas manajemen waktu. (3) *Pre Test Goal setting* dengan metode SMART. (4) *Post Tes*

Manajemen waktu dan *Goal setting*. Hasil dari intervensi tersebut yaitu subjek dapat menata jadwal hariannya lebih mudah dan dapat menentukan *goal setting*/ Penetapan tujuan setiap harinya dengan metode SMART.

Kata kunci: Kesulitan Mengatur Waktu Belajar, Konseling Behavior, Menejemen waktu

INTRODUCTION

OrT¹ stated that time management means using time as efficiently and effectively as possible to achieve optimal results. Time management skills are abilities that must be trained and will continue to develop. This is in line with the opinion of ². According to Alvarez Sainz et al. ³, time management skills are not innate abilities, but rather skills that need to be continuously developed and practiced.

Himmah & Shofiah ⁴ stated that as time management skills improve, they are accompanied by an individual's confidence in handling various academic tasks, thus reducing students' academic stress. This is due to the correlation between time management and self-efficacy, which together influence academic stress. Another study revealed that developing time management skills can have a positive impact on increasing students' self-efficacy, which will have an impact on students' overall level of well-being ⁵.

Furthermore, if students do not have good time management, they will be late in submitting school assignments, which affects the completion of their grades.

¹ Hesti Wihandini, "Hubungan Manajemen Waktu Dengan jaman Digunakan Untuk Bekerja Dan Komitmen Terhadap Tugas Pada Mahasiswa S-I Program Ekstensi" (Universitas Indonesia, 2001).

² Oki Kartika Febriani et al., "Efektivitas Pelatihan Manajemen Waktu Terhadap Stres Akademik Siswa" 16 (2024): 1–12.

³ Febriani et al.

⁴ Febriani et al.

⁵ Jingyi Dong et al., "Effect of Achievement Motivation and Self-Efficacy on General Well-Being among Students at Normal Universities in Ningxia: The Mediating Role of Time Management," *Behavioral Sciences* 14, no. 1 (2024), <https://doi.org/10.3390/bs14010015>.

This is in line with the opinion expressed by Safitri et al. ⁶, who stated that students tend to forget to study, causing school assignments to be delayed and neglected, which can result in difficulties in managing study time, students completing assignments late, and many students ignoring their tasks. Difficulties in managing study time at school, such as incomplete semester exam scores, often arise due to uncompleted daily assignments, which may result in students not advancing to the next grade if they do not complete their final semester exams.

Students' ability to manage their study time will be more easily achieved if accompanied by the ability to set goals in their daily activities. This is consistent with the opinion of David et al. ⁷, who defined goal setting as actions designed or written by individuals to guide their behavior toward a particular objective. Meanwhile, time management is the process of controlling time based on a series of activities or goal settings that have been made. The key to this technique is setting priorities and focusing on what needs to be achieved at the moment. The purpose of this technique is to help minimize anxiety about deadlines, lack of focus, procrastination, and work fatigue.

Gea ⁸ stated that good time management is not about doing many tasks, but rather being able to focus precisely on tasks so that students can remain relaxed, focused, and in control. David et al. ⁹ also stated that goal setting and time management are interconnected, as one of the keys to good time management is the ability of individuals to set the goals they want to achieve.

⁶ Selfi Fatimah Marses, Abdullah Pandang, and Abdullah Siring, "Pendekatan Konseling Behavioristik Dengan Teknik Self Managemant Untuk Mengatasi Kesulitan Mengatur Waktu Belajar SMA Negeri 5 Enrekang," *Pinisi Journal of Education* Vol 4, no. 3 (2024): 1–8.

⁷ Ni Made Mega Puspa Aristuti and IGAA Noviekayati, "Mengatasi Prokrastinasi Akademik Pada Mahasiswa Di Masa Pandemi Dengan Teknik Goal Setting Dan Time Management," *Jurnal Psikologi Mandala* 6, no. 1 (2022): 23–38, <https://doi.org/10.36002/jjpm.v6i1.1830>.

⁸ Aristuti and Noviekayati.

⁹ Aristuti and Noviekayati.

Ramadhani et al.¹⁰ stated that goal setting involves a process of developing and forming targets to be achieved through various dreams that will be written down or instilled in the heart, to then be responsibly completed or fulfilled by each individual. According to Ames¹¹, goal setting is the foundation or basic principle for students' needs to succeed in whatever they wish to achieve in life. Goal setting also teaches students how to define challenges, build actions, and set realistic schedules for implementation. In addition, goal setting helps students visualize their progress and identify areas where they need to make additional efforts.

The subject in this study reported difficulties in balancing study time and organizational activities. The subject is a ninth-grade student who also serves as the president of the student council (OSIS). Their busy schedule as both the student council president and a student requires them to manage their timetable and prioritize daily activities based on their level of importance. Based on the problems described above, the intervention that will be provided to the client with these complaints is time management and goal-setting intervention.

Self-management techniques are used to address students' difficulties in managing their study time because, in their efforts to achieve effective time management according to their wishes, one of the influencing factors is self-management¹². According to Sa'diyah¹³, self-management techniques aim to study and understand individual behavior by changing initially maladaptive behavior into adaptive behavior. Self-management techniques are chosen to address students who have difficulty managing their study time because these

¹⁰ Sarah Fauziyah, Ghozali Rusyid Affandi, and Zaki Nur Fahmawati, "Penerapan Goal Setting Untuk Meningkatkan Motivasi Belajar Siswa : Pendekatan Eskperimen Non-Randomized Control Trial," *Psycho Idea* 21, no. 1 (2023): 13, <https://doi.org/10.30595/psychoidea.v21i1.16476>.

¹¹ Woolfolk and Anita, *Educational Psychology*, 9th ed. (Yogyakarta: Pustaka Pelajar, 2004).

¹² Marses, Pandang, and Sinring, "Pendekatan Konseling Behavioristik Dengan Teknik Self Managment Untuk Mengatasi Kesulitan Mengatur Waktu Belajar SMA Negeri 5 Enrekang."

¹³ Marses, Pandang, and Sinring.

techniques aim to help students learn and understand their behavior, where each student has the skills to direct themselves to change their behavior in a more positive direction, thus reducing difficulties in managing study time.

According to Latipun¹⁴, the goal of behavioristic counseling is to achieve a life without experiencing behavioral difficulties or obstacles, which can cause long-term dissatisfaction and conflict with social life.

The implementation of behavioristic interventions based on time management and goal setting is expected to be a practical solution to improve students' time management skills, especially for those who are active in extracurricular activities. Thus, students will be able to balance academic achievement and self-development through non-academic activities, as well as minimize various negative impacts due to difficulties in managing time. This study aims to examine the effectiveness of implementing these interventions in addressing time management problems among high school students who are active in extracurricular activities.

THEORETICAL FRAMEWORK

A. Time Management

1. Definition

Time management is the effort to use the available time as effectively and efficiently as possible to obtain maximum benefit¹⁵. According to Higus¹⁶, time management is the process of making time more productive by organizing what is done within that time. Meanwhile, according to OrT¹⁷,

¹⁴ Tesa Elviana, Edris Zamroni, and Susilo Rahardjo, "Mengatasi Kesulitan Membagi Waktu Antara Belajar Dan Organisasi Melalui Konseling Behavioristik Teknik Self Management," *Jurnal Muria Research Guidance and Counseling (MRGC)* 1, no. 1 (2022): 123–29, <https://doi.org/10.24176/mrgc.v1i1.8600>.

¹⁵ Wihandini, "Hubungan Manajemen Waktu Dengan jaman Digunakan Untuk Bekerja Dan Komitmen Terhadap Tugas Pada Mahasiswa S-I Program Ekstensi."

¹⁶ Susan Suwandi, "Hubungan Antara Manajemen Waktu Dengan Peran Ibu Bekerja" (Universitas Indonesia, 1997).

¹⁷ Wihandini, "Hubungan Manajemen Waktu Dengan jaman Digunakan Untuk Bekerja Dan Komitmen Terhadap Tugas Pada Mahasiswa S-I Program Ekstensi."

time management means using time as efficiently and effectively as possible to achieve optimal results.

2. Activities in Time Management

Based on the three aspects of time management proposed by Macan et al.¹⁸, the activities included in time management are:

- a. Setting goals or targets for what is to be accomplished. Goals can be short-term or long-term.
- b. Arranging priorities for activities to be carried out based on their importance. This needs to be done because the available time is limited, and each goal and activity has a different level of importance. The order of priorities is made based on their significance, that is, what is considered important at the moment.
- c. Creating a schedule.

Scheduling can be done by making a list of activities to be carried out along with the sequence of time within a certain period, for example, a day or a week. Creating a schedule is useful to avoid conflicts between activities and to prevent rushing.

- d. Avoiding procrastination.

The habit of delaying work must be avoided because tasks that should have been completed will pile up and affect the execution of subsequent tasks.

- e. Minimizing wasted time.

By completing tasks according to the schedule, making use of available free time, and avoiding distractions while working, individuals can minimize wasted time.

¹⁸ Suwandi, "Hubungan Antara Manajemen Waktu Dengan Peran Ibu Bekerja."

- f. Refusing or delegating less important tasks.
To be able to carry out more important tasks, less important ones should be delegated to others.

3. Characteristics of Individuals with Poor Time Management

Martin & Osborne¹⁹ also describe the characteristics of individuals with poor time management, including:

a. Overly packed planning schedules

Schedules that are too packed can make a person's life rigid and overly structured, making opportunities to do other activities outside the plan more attractive and preferable.

b. Not making an effort to delegate tasks to others who are capable and have the skills to complete them well.

c. Not delegating tasks will cause a person to run out of time for many tasks that could actually be done by others, so the time that should be used for thinking, planning, and doing other work becomes neglected.

d. Not being assertive enough to refuse tasks or responsibilities that they feel unable to do. Lack of assertiveness will make a person inefficient because not all tasks are suitable for them to handle.

e. Wasting time on less important activities. Engaging in less important activities can trap us into not doing the bigger things in life. In the end, we will only do trivial matters.

f. Overdoing tasks. Overdoing a task will prevent someone from thinking about trying new things that are more challenging and beneficial, and time will be wasted on monotonous activities.

4. Factors Influencing Time Management

¹⁹ Wihandini, "Hubungan Manajemen Waktu Dengan jaman Digunakan Untuk Bekerja Dan Komitmen Terhadap Tugas Pada Mahasiswa S-I Program Ekstensi."

Hoffer²⁰ explains that the factors influencing time management are:

a. Self-regulation

Self-regulation is important in a person's life. The better one's self-regulation, the better they will be at managing their time.

b. Motivation

Someone with high intrinsic motivation will also have good time management skills.

c. Goal achievement. Someone who strives earnestly to achieve their goals will be able to manage their time well.

Additionally, according to Srijanti²¹, the factors that can influence time management are:

a. Clear targets. Having clear achievement targets will make life more directed and time can be managed optimally.

b. Work priorities. Individuals who practice good time management will focus all their concentration and energy on achieving the priorities they have set. Having priorities at work is one of the main factors that help individuals succeed in their tasks.

c. Procrastination

The habit of procrastinating often results in running out of time and energy when it finally comes time to do the work. If forced to do it, the results will not be optimal because it is done in vain.

d. Delegation of tasks. A lack of trust in others and wanting all tasks to be done perfectly often consumes our time. It is important to remember that work done by others may not be as good as if done ourselves, but if the

²⁰ L. C. Widyanarita, "Hubungan Antara Motivasi Berprestasi Dengan Manajemen Waktu Pada Mahasiswa Yang Bekerja Part-Time Sebagai Garda Depan PT Aseli Dagadu Djokdja" (Universitas Sanata Dharma, 2016), <https://repository.usd.ac.id/6491/1/109114132.pdf>.

²¹ V Luthfiana, "Kontribusi Manajemen Waktu Terhadap Produktivitas Kerja Wartawan" (Universitas Gunadarma, 2010), http://www.gunadarma.ac.id/library/articles/graduate/psychology/2010/Artikel_10505240.pdf.

task is not a priority, why not delegate it to someone else while still supervising? This can lighten the workload, allow time for more quality tasks, and increase self-confidence, happiness, and respect from those to whom we delegate tasks.

- e. Workspace arrangement. A boring workspace can make workers feel uncomfortable, making it difficult to achieve good work results.

B. Goal Setting

1. The Importance of Goal Setting

A goal is the result or achievement of an individual's hard work that they wish to attain. Through goal setting, a person will learn about themselves—what they like, what is important, and in what areas they need to practice to grow. Goal setting teaches us how to be responsible for the efforts we have made. It also shows us how to take on big challenges, break down seemingly impossible tasks into manageable parts.

2. Goal Setting in Learning

According to Ames²², goal setting is the foundation or basic principle for students' needs to succeed in whatever they want to achieve in life. Goal setting also teaches students how to define challenges, build actions, and set realistic schedules for implementation. In addition, goal setting helps students illustrate their progress and identify areas where they need to make additional efforts.

According to Locke and Latham²³, goal setting in learning is crucial because it can improve our performance. Furthermore, they propose four main reasons why goal setting can enhance performance, namely:

- a. Directing attention to the task at hand
- b. Mobilizing effort

²² Woolfolk and Anita, *Educational Psychology*.

²³ Woolfolk and Anita.

- c. Increasing persistence
- d. Encouraging the development of new strategies when old ones are insufficient

METHODE

This research is a case study. A case study is a type of qualitative research that explores the processes, activities, or events in a case²⁴. The subject in this study was one person. The subject was a class X1 MA student who complained of difficulty managing his time. In this case, the subject's teacher and parents were included in the intervention provided by the researcher, to facilitate the mentoring process. The data collection procedure in this study used interviews and observations conducted by the researcher.

One of the interventions that can be applied to the subject is Goal Setting and Planning. Goal Setting and Planning involves the student taking the initiative to determine goals and sub-goals, as well as planning the continuity, timing, and completion of activities according to those goals and sub-goals. Siegle, Reis, and McCoach (2008) add that activities within goal setting and planning include creating sequences, timing, completeness, time management, and implementation steps. Therefore, to help the subject develop good self-regulation in learning, interventions in time management and goal setting will be conducted. The time management intervention will use a daily worksheet based on the research conducted by Ferner & Deans²⁵.

²⁴ Jhon W. Creswell, *Research Design Pendekatan Kualitatif* (Yogyakarta: Pustaka Pelajar, 2019).

²⁵ Jack D. Ferner and John H. Deans, *Successful Time Management, Clinical Leadership and Management Review*, vol. 13, 1999, <https://doi.org/10.5465/amr.1980.4288888>.

Research indicates that goal setting and planning are complementary processes because planning helps students set goals and strategies for success²⁶. Planning occurs in three stages: setting a goal for the learning task, establishing strategies to achieve the goal, and determining how much time and resources will be needed to reach the goal²⁷. Zumbunn, Tadlock, and Roberts²⁸ suggest that teaching students to plan their academic tasks is an effective method to promote self-regulation and learning. The intervention used for goal setting is the SMART method²⁹.

Furthermore, interventions provided to parents and teachers involve psychoeducation related to time management and goal setting. According to HIMPSI³⁰, psychoeducation is an activity aimed at increasing understanding and/or skills as an effort to prevent the emergence or spread of psychological disorders within a group, community, or society. Additionally, psychoeducation enhances the environment's (especially the family's) understanding of the disorders experienced by an individual after undergoing psychotherapy. The intervention stages given to parents and teachers include: (1) Delivery of Psychological Assessment Results (HPP), Informed Consent, explanation of interventions for children with poor time management and goal setting, psychoeducation on time management and goal setting, and sharing; (2) Evaluation and monitoring; and (3) Follow-up and termination.

The intervention stages provided to the subject include: (1) Building rapport, delivering the intervention stages, and creating a learning contract during the intervention; (2) Pre-test on time management, time management materials

²⁶ S. Zumbunn, J. Tadlock, and E.D. Roberts, *Encouraging Self-Regulated Learning in the Classroom : A Review of Literature* (Virginia: Virginia Commonwealth University, 2011).

²⁷ Zumbunn, Tadlock, and Roberts.

²⁸ Zumbunn, Tadlock, and Roberts.

²⁹ Ferner and Deans, *Successful Time Management*.

³⁰ Himpsi, *Kode Etik Psikologi Indonesia* (Jakarta: Pengurus Pusat Himpiunan Psikologi Indonesia, 2010).

and assignments³¹; (3) Pre-test on goal setting using the SMART method³²; (4) Post-test on time management and goal setting.

RESULTS

Results of Psychoeducation Intervention Provided to the Parents:

1. The parents understood the subject's condition, realizing that the subject can actually submit assignments more punctually.
2. The parents recognized the factors causing the subject's inability to maximize task completion and timely submission, namely the subject's difficulty in managing time properly.
3. The parents gained an understanding of good time management and goal setting.
4. The parents understood the necessity to consistently monitor and remind the subject while studying at home, especially when the subject tends to get distracted by playing on the phone during assignments.
5. The parents paid more attention when the child is studying.
6. The parents became more actively engaged in asking about the subject's daily activities.
7. The parents understood the importance of maintaining active communication with the homeroom teacher and school counselor regarding the subject's daily progress at school.

Results of Psychoeducation Intervention Provided to the Subject's

Teachers:

1. The teachers understood that the subject has difficulties in time management and goal setting.

³¹ Ferner and Deans, *Successful Time Management*.

³² Ferner and Deans.

2. The teachers recognized that the subject's late submission and last-minute assignment completion are due to poor time management.
3. The teachers understood that the subject's condition can be improved by regularly monitoring the subject's daily time management.
4. The teachers understood what can be done to help the subject manage time daily so that assignments can be submitted on time.
5. The teachers took the initiative to maintain intensive communication with the subject's parents to ensure that changes in the subject are consistent between school and home.
6. The teachers have informed several subject teachers to give direct warnings when the subject shows lack of concentration during class.

Results of Time Management and Goal Setting Intervention Provided to the Subject During Four Sessions:

1. **Session One:** The subject realized that they have the potential to focus better on tasks, meet daily targets, and submit assignments on time.
2. **Session Two:**
 - a. The subject understood the importance of time management in daily activities.
 - b. The subject identified causes of poor focus on tasks, unmet daily targets, and late assignment submissions, which stem from poor time management.
 - c. The subject understood that these issues could hinder their aspirations.
 - d. The subject was able to detail the activities they planned to do along with the time allocated for each activity.
 - e. The subject understood what must be done to manage time effectively.
3. **Session Three:**
 - a. The subject understood the importance of goal setting in learning and achieving aspirations.
 - b. The subject understood the necessary steps to create appropriate goal settings.

- c. The subject recognized what can be done to commit to the established goals.
- d. The subject understood the SMART concept as a tool for goal setting.
- e. The subject learned how to create goals using the SMART framework.

4. Session Four:

- a. The subject listed daily activities, prioritizing school study time.
- b. The subject was able to write academic goals using the SMART concept explained by the practitioner.
- c. The subject showed increased motivation to achieve their aspirations and daily targets usually written down.
- d. The subject committed to continue applying the concepts and methods learned during the intervention.

DISCUSSION

Behavioral interventions focusing on time management and goal setting are effective approaches to addressing time management difficulties among high school students who are active in extracurricular activities. Time management challenges in this group are often caused by a lack of thorough planning and proper prioritization, making interventions that emphasize behavior change through concrete strategies highly necessary.

One of the main components of this intervention is setting specific and measurable goals. Goal setting helps students establish clear targets for balancing time between academics and extracurricular activities. The development of students from several intervention sessions that have been given shows changes for the better, namely an increase in students' ability to set daily targets and priority scales in their learning activities, in line with the explanation of David et

al³³ who stated that individuals who can set goal settings are one of the keys to good time management.

Realistic and structured goal setting, students can enhance intrinsic motivation and maintain focus on achieving these targets³⁴. Additionally, self-monitoring of goal progress is an essential part of the process, where students actively assess their own behaviors, such as avoiding distractions or completing tasks on time. This approach enables students to recognize their progress and obstacles, allowing them to independently adjust their strategies³⁵.

Behavioral interventions also emphasize the importance of constructive feedback and positive reinforcement from teachers or mentors. Students' progress monitoring data is regularly analyzed to determine whether intervention intensification is needed, such as increased behavioral support or more frequent reinforcement. Positive reinforcement in the form of praise and rewards for achieved progress can strengthen good time management behaviors and increase students' motivation to continue improving³⁶.

Effective time management depends not only on goal setting but also on students' ability to plan and organize their time and tasks. This intervention involves daily or weekly planning exercises that help students allocate time efficiently between studying and extracurricular activities. Systematic scheduling also helps reduce procrastination, which is often a major obstacle in students' time

³³ Aristuti and Noviekayati, "Mengatasi Prokrastinasi Akademik Pada Mahasiswa Di Masa Pandemi Dengan Teknik Goal Setting Dan Time Management."

³⁴ Sara Sanders, Lauren Hart Rollins, and Aundrea McFall, "Aiming High: Applying Goal Setting to Social and Emotional Learning Skills in the Elementary Classroom," *Beyond Behavior* 32, no. 1 (2023): 4–14, <https://doi.org/10.1177/10742956221145692>.

³⁵ Sara Estrapala, Allison Leigh Bruhn, and Ashley Rila, "Behavioral Self-Regulation: A Comparison of Goals and Self-Monitoring for High School Students With Disabilities," *Journal of Emotional and Behavioral Disorders* 30, no. 3 (2022): 171–84, <https://doi.org/10.1177/10634266211051404>.

³⁶ Jeremy Burrus et al., "Examining the Efficacy of a Time Management Intervention for High School Students," *ETS Research Report Series* 2013, no. 2 (2013): i–35, <https://doi.org/10.1002/j.2333-8504.2013.tb02332.x>.

management³⁷. In addition, Himmah & Shofiah³⁸ explained that along with the increasing ability of individuals to manage time properly, it can help students carry out academic tasks and reduce the risk of academic stress that may be experienced.

Students active in extracurricular activities tend to face more complex time demands, so this intervention provides significant benefits in helping them balance various activities. With behavioral interventions based on time management and goal setting, students can improve self-regulation skills, reduce stress caused by accumulating tasks, and enhance both academic achievement and the quality of participation in extracurricular activities. This aligns with findings that student involvement in goal setting and self-monitoring increases their sense of autonomy and personal responsibility in learning³⁹.

CONCLUSSION

Students' activities in both academic and non-academic fields are increasing day by day, especially for those who also participate in extracurricular activities. This situation requires students to manage their time effectively every day. The conclusion from the implementation of the intervention shows that parents and teachers were very cooperative in providing information and assistance during the intervention. The subject also found it easier to schedule and determine daily activities. Based on the intervention provided, the homeroom teacher reported that the subject showed improvements during the intervention,

³⁷ Sabina Valente, Sergio Dominguez-Lara, and Abílio Lourenço, "Planning Time Management in School Activities and Relation to Procrastination: A Study for Educational Sustainability," *Sustainability (Switzerland)* 16, no. 16 (2024), <https://doi.org/10.3390/su16166883>.

³⁸ Sally Febriyanti Korua, Esrom Kanine, and Hendro Bidjuni, "Perilaku Bullying Pada Remaja Smk Negeri 1 Manado," *E-Journal Keperawatan (e-Kp)* 3, no. 2 (2015): 1–7.

³⁹ Estrapala, Bruhn, and Rila, "Behavioral Self-Regulation: A Comparison of Goals and Self-Monitoring for High School Students With Disabilities."

such as submitting assignments on time without exceeding deadlines or being late. As a result, the subject was able to independently meet the daily targets they set.

The implementation of behavioral interventions that integrate time management and goal setting has proven effective in overcoming time management difficulties among high school students active in extracurricular activities. This approach not only helps students develop better time management skills but also enhances their motivation and independence in achieving both academic and non-academic goals. Therefore, this intervention is recommended as a learning strategy that can be applied in school environments to support students' overall success.

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