

THE INFLUENCE OF SELF-EFFICACY AND SELF-MANAGEMENT IN THE IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES AT SMPN IN JAMBI CITY

Rasimin¹, Affan Yusra^{2*}, Arizona³

Universitas Jambi^{1,2*}, Universitas PGRI Palembang³

) Corresponding author, email: Rasimin.fkip@unja.ac.id¹, affan15yusra@unja.ac.id^{2}, Arizona.karno@gmail.com³

ABSTRACT

These are the objectives of this study: 1) To determine the extent to which self-efficacy influences the implementation of guidance and counseling at SMP N in Jambi City; 2) To determine the extent to which self-management influences the implementation of guidance and counseling at SMP N in Jambi city, and 3) To determine the direct influence of self-efficacy and self-management on the implementation of guidance and counseling at SMPN in Jambi City. The research design utilized in this study was quantitative, with multiple linear regression analysis serving as the expo-facto statistical test design. This study's population consisted of school counselors at the State Junior High School in Jambi City. As for the findings of this study: 1. The self-efficacy variable (X1) does not affect school services (Y). It is evidenced by the results of $0.146 > 0.05$ and $t \text{ count } -1.464 < t$ in Table 1; 2. There is an influence of the self-management variable (X2) on services in schools (Y), as evidenced by the results of $0.000 < 0.05$ and $t \text{ count } 4.360 > t$ in table 1.98; 3. There is a simultaneous effect of self-efficacy (X)1 and self-management (X2) on services in schools (Y), $0.000 < 0.005$. It indicates that variables have a simultaneous relationship

Keywords

self-management, self-efficacy, guidance, and counseling services

ABSTRAK

Tujuan penelitian ini sebagai berikut: 1) Untuk mengungkap seberapa besar pengaruh Self efficacy terhadap bimbingan dan konseling di SMPN Kota Jambi? 2) Untuk mengungkap seberapa besar pengaruh Selft management terhadap pelaksanaan bimbingan dan konseling di SMPN Kota Jambi? 3) Untuk mengungkap pengaruh langsung self-efficacy dan self-management terhadap pelaksanaan bimbingan dan konseling di SMPN Kota Jambi? Desain penelitian yang digunakan dalam penelitian ini kuantitatif dengan desain expo-facto uji statistik yg digunakan adalah analisis Linier regresi berganda. Populasi yang ada dalam penelitian ini adalah guru bimbingan dan koseling dibawah naungan Sekolah menengah Pertama Negeri yang berada di kota jambi. Adapun hasil penelitian ini 1. tidak terdapat pengaruh variable self-efficasy (X1) terhadap layanan di sekoalah (Y) hal ini yang ditunjukkan dengan hasil $0,146 > 0,05$ dan untuk $t \text{ hitung } -1,464 < t \text{ tabel } 1$. 2. terdapat pengaruh variable self-management (X2) terhadap layanan di sekoalah (Y) hal ini yang ditunjukkan dengan hasil sebesar $0,000 < 0,05$ dan untuk $t \text{ hitung } 4,360 > t \text{ tabel } 1,98$. 3 terdapat pengaruh self-efficacy (X)1 dan self managemet (X2) secara silmultan terhadap layanan di sekolah (Y) $0,000 < 0,005$ dan nilai $f \text{ hitung } \text{sebesar } 15,030 > 3,09$. Artinya terdapat hubungan yang silmultan antara variable.

Kata Kunci

self-management, layanan bimbingan dan konseling

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INTRODUCTION

Junior High School (SMP) is a formal education that includes guidance and counseling, currently facing implementation challenges. This situation is caused by uncertain conditions, which cause problems for practitioners when implementing guidance and counseling service activities, causing them to be partially and casuistically. Amid uncertain conditions that raise several negative issues in the implementation of these services regarding the barriers to implementing them, it is necessary to develop innovations so that students can make optimal use of the implementation of guidance and counseling services.

According to the National Education System Law of 2003, school counselors (guidance and counseling teachers) are certified educators. In addition, the Regulation of the Minister of Education and Culture No. 111 of 2014 regarding school counselors in basic education and secondary education specifies that guidance and counseling teachers are those who hold bachelor's degrees in guidance and counseling. There are 140 school counselors of various ages in Jambi City.

Current circumstances have an impact on subject teachers and school counselors, who are unable to provide optimal service (Rahmi, 2020). It also impacts students' personal, social, educational, and professional development. While guidance and counseling services are being implemented by 75% of students, their behavior reflects student ethics, such as communication ethics, low learning motivation, and poor time management. One of the centers of individual student self-development is the implementation of guidance and counseling services, which allows students to develop in accordance with the stages (Hariko, 2016). guidance and counseling services are important in schools because they support students' academic, social, and emotional development, help them explore career options, address behavioral issues, and provide support for family issues. By providing these services, schools can help students achieve their full potential and succeed in school and beyond.

Guidance and counseling are the interactions between a school counselor and students, both directly and indirectly, to assist students in developing their capacity to face and solve problems (Prayitno dan Amti, 2018). Moreover, Regulation of the Minister of Education and Culture No. 111 of 2014 concerning guidance and counseling in primary and secondary education defines guidance and counseling as a systematic, objective, logical, sustainable, and programmed effort made by school counselors to assist students in achieving independence in their lives.

The functions of guidance and counseling in these regulations are as follows: a) self-understanding and environment; b) facilitation of growth and development; c) adjustment to oneself and the environment; d) distribution of educational, employment, and career choices; f) prevention of problems; g) repair and healing; h) maintenance of personal conditions and situations that are conducive to the counselee's self-development; i) optimal potential development; j) building adaptations of educators and educational staff to educational programs and activities following the educational background, talents, interests, abilities, learning speed, and needs of the counselee (Hanan, 2017).

Aside from the function of implementing guidance and counseling, school counselors must focus on self-management and self-efficacy when implementing these services online. Larson and Daniels explained (Wahyuni & Kurniawan, 2022) that school counselors' self-efficacy is a belief in and ability to provide guidance and counseling services. Individual confidence in their ability to successfully carry out their activities, as evidenced by the findings of (Amelia et al., 2014) research indicating that school counselors will have low self-efficacy in using technology.

The self-efficacy of school counselors be considered because Self-efficacy refers to an individual's belief in their ability to succeed in a specific situation or accomplish a task. Increasing self-efficacy can have several benefits, including 1) Improved Performance: When individuals have higher levels of self-efficacy, they are more likely to take on challenging tasks and persist in the face of obstacles. This can lead to improved performance and greater success in achieving goals. 2) Reduced Anxiety: Individuals with higher levels of self-efficacy tend to experience less anxiety and stress when facing difficult situations. This is because they have confidence in their ability to handle challenges and believe in their capacity to cope effectively. 3) Greater Resilience: People with higher levels of self-efficacy are better able to bounce back from setbacks and recover more quickly from failures. They are more likely to view setbacks as temporary and have the confidence to try again. 4) Increased Motivation: Self-efficacy can also increase motivation, as individuals who believe in their ability to achieve their goals are more likely to put in the effort required to succeed.

Increasing self-efficacy can have a positive impact on an individual's mental health, well-being, and overall quality of life, and self-efficacy is important because it can impact motivation, resilience, achievement, and well-being. Developing a strong sense of self-efficacy can help individuals overcome challenges, achieve their goals, and lead a more fulfilling life. especially since the counselor in Jambi ranges in age from 28 to 59 years old. This data was obtained from an interview with the head of MGBK in Jambi City (an organization for school counselors) on Thursday, February 4, 2021. In addition, there are numerous barriers to the implementation of online services, such as a lack of confidence in providing counseling services both online and offline and a lack of confidence in using the media as a service medium for students in online services, which poses a problem for the implementation of these services online and has an effect on the self-management of school counselors.

(Asrori & Tjalla, 2018) stated that self-management is the ability to control one's thoughts, emotions, and behavior to achieve a specific goal, in this case, professionalism in delivering guidance and counseling. Implementing these services at SMP N regarding ability and professionalism is critical, which influences the aspects of a) self-motivation, b) self-adjustment, c) self-control, and d) self-development. Self-management is important because it can improve productivity, decision-making, stress management, relationships, and personal growth. Developing strong self-management skills can help individuals achieve their goals, manage stress, and lead a more fulfilling life.

How do you maintain that the implementation of guidance and counseling services can be maximized so that it is the same as the implementation of those services before the

pandemic at SMPN? Self-efficacy and self-management in implementing the services can address this issue. SMP N is a formal educational institution with guidance and counseling services to maximize its services. School counselors can organize life skills programs for students as guidance and counseling implementers in professional junior high schools in charge of managing guidance and counseling implementation. The tough character and character possessed by the counselor as educators at SMP N is the ability, namely self-efficacy and self-management, to carry out their services so that they can continue to exist in providing optimal online services for students who require them. With the following research goals: 1. To determine the extent to which Selft efficacy influences guidance and counseling at SMPN in Jambi City. 2. To determine the extent to which Selft management influences the implementation of guidance and counseling at SMP N in Jambi City. 3. To investigate the direct impact of self-efficacy and self-management on implementing guidance and counseling at SMP N in Jambi City.

METODE

This study is quantitative with an ex post facto research design because it efficiently collects data from the population at one time and thus can provide descriptive, inferential, and explanatory information about the problems studied (Cohen et al., 2010). This study's variables are exogenous variables, including self-efficacy (X1) and self-management (X2), as well as guidance and counseling services (Y). The utilized statistical test is path analysis.

The participants in this study were school counselors working at SMP N in Jambi. (Garson, 2018) discovered that the regression analysis should equal the number of independent variables plus 104 when testing the regression coefficient and eight times the number of independent variables plus 50 when testing each R-perception. Because there are four independent variables in this study, with a sample size of 100–150 people, the sampling technique used was total sampling, with a total sample of 140 school counselors from state junior high schools.

In this study, the instrument takes the form of a ratio scale, which measures height and is commonly used in social research. (Azwar, 2010) provided an explanation of the scale in the form of questions or statements that explain indicators of interrelated attributes. As part of the research, a questionnaire was used in this study to collect information from respondents. The questionnaire consisted of a series of statements. The collected questionnaires or questionnaires are then processed through data analysis.

Multiple Linear Regression, a linear regression model involving more than one independent variable or predictor, was used to analyze the data for this study (Idrus & Setiyadi, 2021). This concept is known in English as "multiple linear regression."

The following equation summarizes the multiple linear regression model:

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_n X_n + e$ Description:

Y = Dependent variable or response variable

X = Independent variable or predictor variable.

α = Constant.

β = Slope or Coefficient estimate.

RESULTS

The following are the results from data collection and analysis using instruments on the variables of self-efficacy, self-management, and counseling services in schools:

Self-Efficacy

In Table 1, the outcomes of the distribution of responses from school counselors are displayed.

Table 1. The School Counsellor's Average Self-Efficacy

Variable	Indicator	Score					
		Ideal	Highest	Lowest	Total	Average	desc
Self-Efficacy	Influence decisions (11)	22	21	10	1739	17,05	T
	Discipline (18)	36	32	14	2498	24,49	R
	Compliance (5)	12	8	1	328	3,22	K
	Positive climate in schools (5)	20	10	0	744	7,29	k
Overall	40	90	71	25	5309	52,05	S

As Tableable 1, the school counselor's average self-efficacy is in the medium range; the highest overall score is 71 out of an ideal score of 90, while the lowest overall score is 25, the total score is 5309, and the average score is 52.05.

In particular, it appears from the data analysis that the indicators influencing decisions are in the "high" category. This indicator has a maximum score of 21 out of an ideal score of 22. While the lowest score is 10, a total score of 1739 with an average score of 17.05 on the discipline indicator is considered low. The best score on this indicator is 32 out of an ideal 36. While the lowest score is 14, a total score of 2498 with an average compliance score of 24.49 falls into the "less" category. The highest possible score for this indicator is eight out of an ideal twelve. While the lowest score is 1, the total number of points is 328, and the average score is 3.22 on positive climate indicators in schools that fall under the "fewer" category. This indicator's highest possible score is 10 out of an ideal score of 20. While 0 is the lowest possible score, a total of 744 points with an average score of 7.29 was achieved. Based on the diagram, the following can be seen in the image:

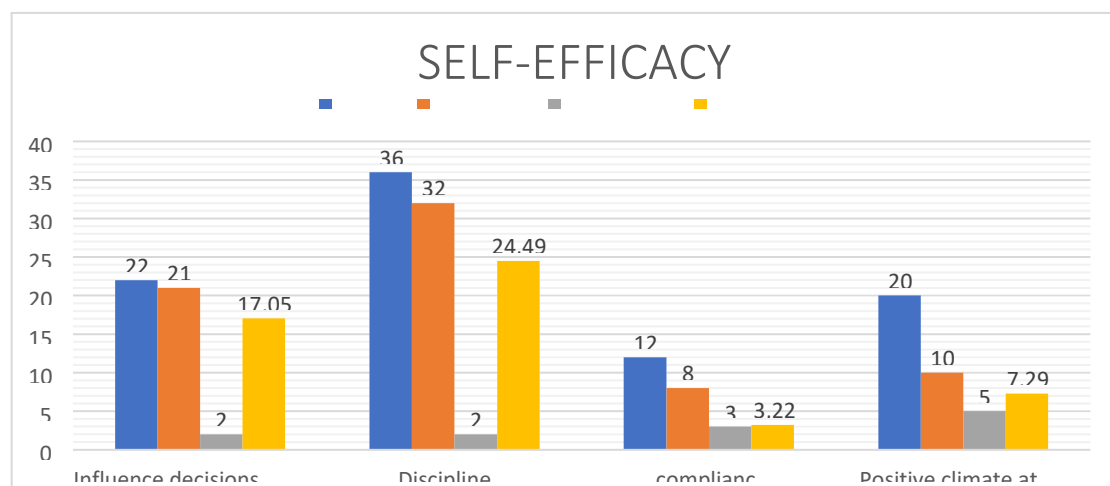


Figure 1. Data Analysis Self-Efficacy

Self-Management

Table 2 shows the results of the data distribution filled out by 102 school counselor respondents.

Table 2. The School Counsellor's Average Self-Management

Variable	Indicator	Score					
		Ideal	Highest	Lowest	Total	Average	Desc.
self-management	Self-motivation (15)	30	22	10	1666	16,33	S
	Adjustment (6)	12	12	5	720	7,06	S
	Self-control (15)	30	30	4	1146	11,2	K
	Personal development (4)	8	8	2	426	4,18	S
	Overall	40	80	21	3958	38,8	R

According to Table 2, the average level of self-management among school counselors is low. The highest overall score is 78 out of an ideal 80, while the lowest overall score is 21. The total score is 3,958, and the average score is 38.8.

Based on the data analysis, the self-motivation indicator falls into the medium category. The highest score on this indicator is 22 out of an ideal 30. On the adjustment indicator, the lowest score is 10, with a total score of 1666 and an average score of 16.33. This indicator has a maximum score of 12 out of an ideal score of 12. While the lowest score is 4 out of 720, with an average score of 7.06, self-control indicators are in the lower category. This indicator's highest score is 30 out of an ideal 30. While the lowest score is 4, with a total score of 1146, the average score on self-development indicators is 11.2. This indicator has a maximum score of 8 out of an ideal score of 8. With a total score of 426 and an average of 4.18, the lowest score is 2. Meanwhile, based on the diagram, it is shown in Figure 2.

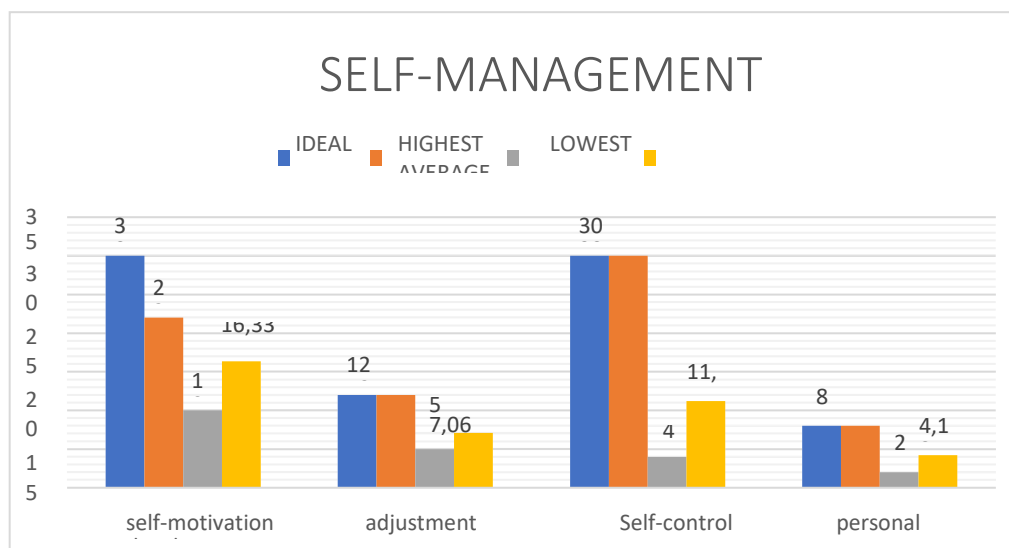


Figure 2. Data Analysis Self-Management

Service In Schools

Table 3. shows the results of the distribution of data filled out by school counselors as respondents, a total of 102.

Table 3. The Average Level Of Service Provided By School Counselors

Variable	Indicator	Score					
		Ideal	Highest	Lowest	Total	Average	Desc.
Services Schools	Comprehension (4)	8	8	3	476	4,67	K
	Facility (3)	6	6	2	406	3,98	K
	Adjustment (6)	12	12	4	988	9,69	S
	Distribution (3)	6	6	3	552	5,41	S
	Adaptation (4)	8	8	2	532	5,22	S
	Prevention (6)	12	12	3	660	6,47	S
	Improvement And Recovery (6)	12	12	3	612	6	K
	Maintenance (4)	8	8	3	536	5,25	S
	Development (2)	2	4	1	246	2,41	S
	Advocacy (2)	2	4	0	70	0,69	R
Overall	40	76	80	24	5078	49,78	R

As per Table 3, the average level of service provided by school counselors falls within the category of "low." The highest overall score is 80 out of an ideal score of 76, while the lowest overall score is 24. The total score is 5078, and the average score is 49.78.

From the data analysis, the comprehension indicator falls into the category of "fewer." The ideal score for this indicator is 8 out of an ideal 8. While the lowest score on the facilitation indicator is 3, with a total score of 476 and an average score of 4.67, this falls under the category of "less." The ideal score for this indicator is 6 out of an ideal 6. The adjustment indicator's lowest score is 2; a total score of 406 with an average score of 3.98 classifies as the medium. The highest score on this indicator is 12 out of a possible 12. While the lowest score is, the distribution indicator has a total score of 988 and an average score of 9.69, placing it in the medium category. The highest score on this indicator is 12 out of an ideal 12. While the lowest score on the adaptation indicator is 4, a total score of 988 with an average score of 9.69 classifies as the medium. The ideal score for this indicator is 8 out of an ideal 8. While the lowest score is 2, with a total of 532 and an average score of 5.22, the lowest score is 2.

The prevention indicator is classified as medium. The highest score on this indicator is 12 out of an ideal 12. While the minimum score is 3, the total score is 660, and the average score is 6. The improvement is in the category of less. The ideal score for this indicator is 8 out of an ideal 8. While the lowest score is 3, the total score is 612, and the average score is 6, the lowest score is 3. The maintenance indicator is categorized as medium. The ideal score for this indicator is 8 out of an ideal 8. With a total score of 536 and an average score of 5.25, the lowest possible score is 3. In development falls into the category of the medium. The maximum score for this indicator is 4 out of an ideal 2. While the lowest score on the advocacy indicator is 1, a total of 246 536 with an average score of 2.41 classifies as the medium. The maximum score for this indicator is 4 out of an ideal 2. While 0 is the lowest score, a total of 246 points with an average score of 2.41 was achieved. In the meantime, based on the diagram, it can be seen as follows in the figure below:

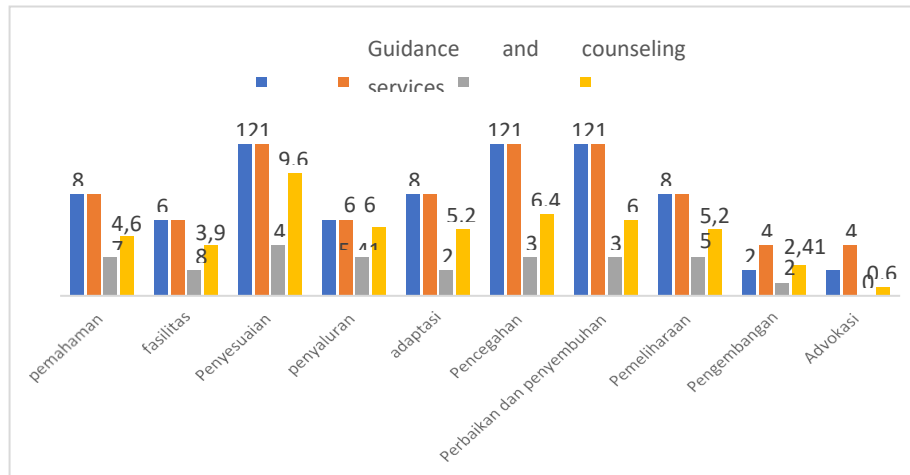


Figure 3. The Analysis Guidance and Counseling Services

The analysis requirements test is performed on research data as a basis for selecting and determining the data analysis technique used to test the research hypothesis. Multiple linear regression analysis is used to test hypotheses. As a result, the normality and linearity tests are the analysis requirements tests performed on the research data.

Normality Test

The Kolmogorov-Smirnov test for data normality is conducted using the SPSS 22.00 program and $\alpha = 0.05$ probability. For the normality test, the following hypothesis is proposed (Siregas, 2014: 153):

H_a : the data is normally distributed

H_o : the data is not normally distributed

If the probability (sign) $> \alpha = 0.05$, H_a is accepted, meaning that the data is normally distributed. If the probability (sign) $< \alpha = 0.05$, H_o is rejected, signifying that the data is not normally distributed.

Table 4 displays the results of the calculation of the three variables' normality test as follows:

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	Unstandardized Residual
N		102	102
Normal Parameters ^{a,b}	Mean	,0000000	,0000000
	Std. Deviation	7,05723408	6,53342068
Most Extreme Differences	Absolute	,084	,079
	Positive	,084	,079
	Negative	-,066	-,048
Test Statistic		,084	,079
Asymp. Sig. (2-tailed)		,074 ^c	,126 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the statistical analysis results in Table 4 and the SPSS output table, it is known that the significance value of Asymp. Sig (2-tailed) is greater than 0.05 for Unstandardized Residual 1 of 0.74 and Unstandardized Residual 2 of 0.126. Based on the decision-making criteria outlined in the Kolmogorov-Smirnov normality test, the data is normally distributed. Thus, the regression model's normality assumptions or requirements have been satisfied.

Linearity Test

The linearity test was conducted to determine whether each self-efficacy and self-management data variable tends to form a linear distribution of service variables at school. The linearity test employs a linear regression model utilizing the SPSS 22 software. For the linearity test, the following hypothesis is proposed (Siregar, 2014: 179):

Linearity Test Between Self-Efficacy Variables (X1) and Counseling Guidance Services (Y), as Shown in The Table Below:

Table 5. Linearity self-efficacy

ANOVA Table							
				Sum of Squares	df	MeanSquare	Sig.
Guidance and counseling services* self-efficacy	Between Groups	(Combined)		3021,536	14	215,824	7,572 ,000
		Linearity		470,995	1	470,995	16,525 ,000
		Deviation from Linearity		2550,541	13	196,195	6,883 ,000
	Within Groups			2479,719	87	28,503	
	Total			5501,255	101		

. The Deviation from the Linearity Sig value is calculated using the above output results. 0.000 is greater than 0.05. As a result, a significant linear relationship exists between the Self-efficacy variable (X1) and the Counseling Guidance Service variable (Y).

The Following Table Shows the Results of A Linearity Test Between Self-Management Variables (X2) and Guidance and Counseling Services (Y):

Table 6. Linearity Self-Management

ANOVA Table							
				Sum of Squares	Df	Mean Square	Sig.
Guidance and counseling services * self-management	Between Groups	(Combined)		3600,755	23	156,555	6,425 ,000
		Linearity		1190,011	1	1190,011	48,840 ,000
		Deviation from Linearity		2410,744	22	109,579	4,497 ,000
	Within Groups			1900,500	78	24,365	
	Total			5501,255	101		

The Deviation from the Linearity Sig value is calculated using the above output results. 0.000 is greater than 0.05. As a result, a significant linear relationship exists between the Self-efficacy variable (X1) and the Counseling Guidance Service variable (Y).

Hypothesis Test

Testing this hypothesis: Regarding the variables that will be tested for the hypothesis, there are three hypotheses tested, namely the influence of self-efficacy (X1) on school services (Y), the effect of self-management (X2) on school services (Y), and the influence of self-efficacy (X1) and self-management (X2) concurrently on school services (Y), which will be described as follows:

The Effect of Self-Efficacy (X1) on School Services (Y)

The hypothesis that will be tested in this section is that self-efficacy influences school-based services. The following hypothesis is shown in table 7.

Table 7. Self-Efficacy Influences School-Based Services

		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
Model B			Std. Error			
1	Constant	44,565	9,642		4,622	,000
	Self-efficacy	-,213	,146	-,139	-1,464	,146
	Self-Management	,400	,092	,413	4,360	,000

The calculation results above indicate that the sig value for the self-efficacy variable (X1) for school services (Y) is 0.146 > 0.05 and for t count -1.464 < t table 1, so the first hypothesis is rejected, indicating that the self-efficacy variable (X1) does not affect school services (Y).

The Influence of Self-Management (X2) on Services at School (Y)

The hypothesis that will be tested in this section is that self-management affects school services. The following is the hypothesis, as shown in table 8:

Table 8. self-management influences school services

		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
Model		B	Std. Error			
1	Constant	44,565	9,642		4,622	,000
	Self-efficacy	-,213	,146	-,139	-1,464	,146
	Self- Management	,400	,092	,413	4,360	,000

The calculation data above show that the sig value for the self-management variable (X2) for services at school (Y) is 0.000 < 0.05 and for t count 4.360 > t table 1.98, implying that the second hypothesis is accepted, meaning that the self-management variable (X2) has an influence on services at school (Y).

The Combined Effect of Self-Efficacy (X1) and Self-Management (X2) on School Services (Y)

The following is the third hypothesis based on the output:

Table 9. Anova

Sum of Model		Squares	df	Mean Square	F	Sig.
1	Regression	1281,308	2	640,654	15,030	,000 ^b
	Residual	4219,947	99	42,626		
	Total	5501,255	101			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

According to the table, the sig value for the influence of X1 and X2 simultaneously or jointly on Y is $0.000 < 0.005$, and the calculated f value is $15.030 > 3.09$, so it can be concluded that the third hypothesis is accepted, indicating that self-efficacy (X) 1 and self-management (X2) simultaneously have an effect on school services (Y).

Table 10. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	,483 ^a	,233	,217	6,529	,233	15,030

The coefficient of determination is then known to be 0.233 based on the output above. This result means that self-efficacy (X)1 and self-management (X2) have a 23.3% simultaneous effect on school services (Y)

DISCUSSION

The Effect of Self-Efficacy on School Counseling Services

The statistical analysis demonstrates that self-efficacy has no effect, as indicated by the values $0.146 > 0.05$ and t count $-1.464 < t$ in Table 1. This is inversely proportional, as revealed by (Tomás et al., 2020), who discovered that self-efficacy in Cognitive processes could take on a number of different forms. Much purposeful human behavior is governed by forethought that achieves worthy ends. This point of view is consistent with that of (Young & Ferguson, 2021), who argued that self-efficacy and self-confidence refer to an individual's capacity to achieve significant objectives. It appears, based on the previous opinion, that there are important points in influencing the development of self-efficacy through individuals' ability to think about the future to produce important goals. Furthermore, according to prior research findings (Wester et al., 2020) a person's self-efficacy is influenced by his ability related to specific tasks/goals, which influences the behavior that a person takes to achieve goals. In this study, self-efficacy was directly and positively related to scientific productivity among guidance and counseling teachers performing their duties. Based on the results of the preceding paragraph's studies, self-efficacy influences the guidance and counseling services school counselors provide. (Bardhoshi & Um, 2021) showed that work resources indirectly affect school counselor burnout, which is mediated by self-efficacy. The implications for preventing burnout in school counselors and increasing professional self-efficacy are discussed.

As stated in the preceding explanation, there is no effect on self-efficacy for services in this study; however, it can be influenced by the way school counsellors think when providing guidance and counselling services. Additionally, it is influenced by the counselor's capacity to provide these services. The formulation of goals for the service implementation affects self-efficacy.

The Effect of Self-Management on Guidance and Counseling Services

The statistical test results indicate that the self-management variable (X2) affects school services (Y) and support the second hypothesis with a calculation result of $0.000 < 0.05$ and $t \text{ count } 4.360 > t \text{ table } 1.98$. This result is consistent with (Corey, 2015) theory, which states that self-management is the capacity of individuals to manage themselves in pursuit of their life goals. (McGowan, 2005) defined self-management as a person's ability to manage symptoms, treatments, physical and psychosocial conditions, and lifestyle changes that are inherent to living with certain conditions on a daily basis. Effective self-management entails the capacity to monitor one's condition and influence the cognitive, behavioral, and emotional responses required to sustain a satisfactory quality of life. Thus, an ongoing and dynamic process of self-regulation is created (Armstrong, 2015).

This is also supported by the research of (Rod K. Dishman, Robert W. Motl, James F. Sallis, Andrea L. Dunn et al., 2006) measures of self-management strategies for physical activity yield valid scores among adolescent girls and warrant experimental investigation as mediators of the effect of efficacy beliefs on physical activity. In addition, (Lorig K R & Holman H R, 2003) provided evidence of the efficacy of self-management interventions and propose a possible mechanism, self-efficacy, by which these interventions work. Based on the results of the discussion on the self-management variable for guidance and counseling services, which are consistent with the theory and findings of previous studies, it can be said that this research supports the theory of self-management, which plays a crucial role in the implementation of guidance and counseling services.

The Influence of Self-Efficacy (X1) and Self-Management (X2) Simultaneously on Services In Schools (Y)

With the statistical test results for the effect of X1 and X2 simultaneously on Y being $0.000 < 0.005$ and the calculated f value becoming $15.030 > 3.09$, it can be concluded that the third hypothesis is accepted, implying that there is an effect of self-efficacy (X) 1 and self-management (X2) concurrently towards services in schools (Y). Then, based on the results of the coefficient of determination test, it is known that R Square is 0.233, which means that the simultaneous effect of self-efficacy (X)1 and self-management (X2) on school services (Y) is 23.3%.

The ability of guidance and counseling teachers to provide guidance and counseling services in schools influences the smooth operation of these services. These abilities include self-management, which refers to the power of guidance and counseling teachers to manage symptoms, treatments, physical and psychosocial conditions, and lifestyle changes that are inherent in continuously living with the same conditions.

Then proceed with the ability of school counselors in self-efficacy greatly influences the implementation of guidance and counseling services because this ability greatly influences the way individuals think about the future in order to produce significant goals, as well as in achieving the goals of implementing counseling at school. This research must be redeveloped because several points require further investigation, particularly self-efficacy variables that must be reexamined since dimensions can influence these variables and factors that can affect individual abilities, particularly school counselors.

This research contributes to the Jambi City Education Office as a policy maker that oversees SMPN in Jambi City as one of the bases for determining policies that will be socialized to schools in the context of coaching for teachers who are low in self-efficacy and self-management in implementing guidance and counseling services at school and as a basis for principals and offices to provide training for guidance and counseling teachers.

limitations in this study of 26 junior high schools under the auspices of the Jambi Education Office were found as follows: 1) there are 3 schools that do not have guidance and counseling teachers, 2) administrative problems of research permits that are a little difficult. 3) the location of the school is far away and requires travel time so that data collection takes 1 month to collect the data.

CONCLUSIONS

On the basis of the research findings and their discussion, the following conclusions can be drawn: 1) The result $0.146 > 0.05$ and for t count $-1.464 < t$ table 1 indicate that the self-efficacy variable (X1) has no effect on school services (Y), 2) The self-management variable (X2) has an effect on school service (Y). The results of $0.000 < 0.05$ and for t count $4.360 > t$ table 1.98 demonstrate this. 3) Self-efficacy (X)1 and self-management (2) have an effect on school services (Y) of $0.000 < 0.005$ and a calculated f value of $15.030 > 3.09$.

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