Understanding students

by Habib Habiburrahim

UNDERSTANDING STUDENTS' SELF-MANAGEMENT SKILLS AT STATE ISLAMIC UNIVERSITY

safrul muluk

saiful akmal

habiburrahim habiburrahim

Desi Andriana

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Abstract

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Keywords

Outstanding Students, Self-Management, Motivational strategies, Behavioral strategies

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INTRODUCTION

One of the most important skills needed to succeed is the ability to self-manage. This particular skill is vital in all aspects of life, including in the field of education. In relation to academic success, Dembo (2004, p. 4) stated that "it was thought that intelligence was the main factor determining academic success. After years of research in learning and motivation, educators have found that students can learn how to become more successful learners by using appropriate strategies to manage their motivation, behavior, and learning". Likewise, Choi and Chung (2012) agreed that the development of self-management skills tends to be a useful strategy for students who may lose confidence in their ability to succeed and tend to blame external circumstances for their performance. Research consistently shows that improving student self-management skills in learning is crucial in improving student achievement.

According to Zimmerman and Risemberg (1997) and Zimmerman and Schunk (2013), there are three areas of self-management that should observe to succeed; They are motivation, behavior, and learning and study strategies. Motivation means the ability to motivate oneself, manage to set goals, define objectives, develop and keep the motivation high to get things done.

Motivational strategies mean the capacity to manage and cope with stress and conflict. The absence of this strategy often results in emotional instability, especially when things do not work out as intended. As with motivational strategy, behavioral strategy

means the ability to have positive attitude, self-control, and good time-management. Learning and study strategies relate to learners' ability to maximize their time to get the best out of their study.

Experts in educational psychology have conducted a number of studies related to the students' self-management skills to examine phenomenon taking place within educational institutions. One example of such study was conducted by Teichmann et al. (2008). Their study was carried out to find answers to the high percentage of first year students dropped out at one universities in Estonia (40% drop off rate), as a result of poor time and financial management factors. Their undertaking was aimed at decreasing first-year students' drop-off percentage by proposing individual assistance, guidance, and advice. A study by Hijriati (2012) on students' self-management highlighted the relation between self-esteem and English students' academic achievement. In this regard, self-esteem is defined as "the disposition to experience oneself as being worthy of happiness" (Branden, 2007).

A more recent study conducted by Chudari (2017) points out how self-management contributes to the improvement of bad habits into better emotional state and good conduct. This was reflected in the result of study showing a considerable progress on students' punctuality in class attendance and the success submission of assignments which were extensive before a quasi-experiment in the form of a cognitive-based program was conducted on Indonesian Education University (UPI) Campus, Serang.

After years of teaching and motivation studies, educators have discovered that by using suitable approaches and strategies, students would be able to become more effective learners by controlling their motivation, behaviour, and study. Having said that, this qualitative research was designed to investigate students' self-management skills, especially their motivational and behavioral strategies, scrutinizing the influence of their goal-setting strategy, emotion and effort, time management, and physical and social environments on academic achievement.

Review of Literature

Self-Management

According to Bandy and Moore (2010), self-management is one of the five social-emotional areas of learning which is identified by the collaboration for academic, social, and emotional learning (CASEL). They suggested that the ability to control the emotions and consequential manners that are socially suitable is what self-management is. It enables students to deal with undesirable results, perseveres when facing difficulties, and sets goals for the best achievement.

Zimmerman and Risemberg (1997) as cited in Dembo & Seli (2012) stated that there are three categories of motivational, behavioural, and learning and study strategies related to academic self-management model. These three categories can be recognized by six components, namely; motivation, methods of learning, use of time, physical and social environment, and performance. In the context of this study, two of the three components of academic self-management, motivational and behavioural strategies, served as the premise for coordinating and organizing the discussion throughout this article.

Figure 1. Academic self-management
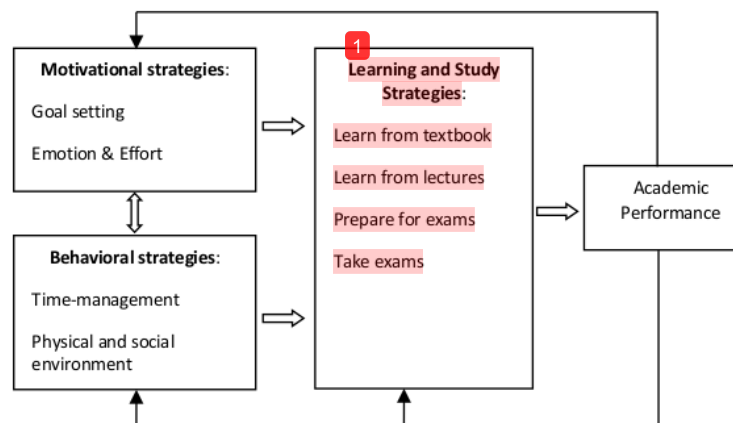
Source: Dembo (2004, p.91)

Motivational Strategies

As shown in figure 1, motivational strategy comprises fundamental conducts of setting goals and managing emotion and effort. Motivational strategy is the ability to guide internal processes that give students the power and direction to pursue and achieve self-determined objectives. Yusuf (2011) emphasizes that the need to have self-efficacy and self-regulated learning strategies are central to students' academic achievement Besides setting up goals, managing emotion and efforts is vital for students to cope with the pressures of academic and social issues. As one of the three components of academic self-management skills, successful adoption of motivational strategy would lead to attainment of determined learning goals.

Educational researchers have acknowledged that there are many different patterns of beliefs and behaviors that can limit academic success. Adopted from Pintrich (1994, 2003), student motivation involves three interactive components; personal and socio-cultural factors, classroom environment, and students' beliefs. Personal and socio-cultural factors refer to individual characteristics, such as attitude and values. These values are acquired by students from their prior personal, family, and cultural experiences. The factor of classroom environment often contributes to students' enjoyable instructional experiences. A supportive and positive classroom environment such as availability of various media like pictures, props, or games will also motivate students to take risks, ask questions, and take part in the learning process. Internal factors or students' beliefs and perceptions also play a significant role in fostering students' motivation which in turn results in improvement of students' achievement.

Behavioral Strategies

Just as motivational strategy has its own essential elements; behavioral strategy consists of time management, and management of physical & social environment. To be able to succeed in their study, students must manage their time wisely, and control their physical and social environment in a way that helps them achieve their goals.

"Motivated behavior can be achieved by evaluation in the beginning. A person might begin by evaluating their choice of behavior, level of activity and involvement, and persistence and management of effort" (Dembo, 2004, p.54).

These will help individuals identify factors or reasons that can improve their self-management skills which in turn help them manage their time, and physical and social environment they are in.

Time-management

Time management is essentially the core of self-management (Maitland, 1999, Dembo, 2013). Rombe (2016, p. 205) stated that "Time management is self-management, organizing oneself to better manage time consuming activities. Structuring, developing to-do-list, overcoming procrastination, and develop time management techniques for effective time use". There are strategies and management system involved in the efforts to reduce procrastination and to use time effectively. In order to be aware of this, an individual needs to analyze his or her use of time by self-observation: assessing the use of time and time-wasters, which can be the basis for adopting appropriate strategies to manage time effectively. The ability to recognize time-wasters would be fundamental in the effort to plan activities and manage time more effectively. It often materialize in setting a regular study period, making a list of tasks, setting a weekly priority schedule, and so on.

Positive results in different fields, including in education sector, are triggered by the ability to manage time wisely. Although it is argued that time management can be developed at any age (Indreica, Cazan & Truta, 2011), time management focuses more on the effort to use the time as a resource to reach the goals efficiently (Cemaloğlu, & Filiz, 2010). Furthermore (Smith, 1994, p. 20) believes that time control is very important, because it means a lot in controlling the events in your life.

Management of physical and social environment

One other aspect of self-management skills is, "the ability to restructure or modify one's physical and social environment when it is necessary to learn more effectively" (Dembo, 2004, p.165). Therefore, it is important to know and understand what impacts do environmental and social factors have on the learning process and how one can make necessary changes in his or her environments. It means that one can always decide to adapt to his/her environment and change his/her your environment to fit your needs. The ability to adapt to one's surroundings and adopt appropriate steps to benefit from the situation is crucial for any individual who wants to succeed in their study, and in other areas for that matter. It means that even when someone cannot accomplish the best learning atmosphere, he/she can still take steps to adapt or modify his/her behavior to suit the physical environment.

Similarly, the social environment is as much important as the physical environment. According to Zimmerman & Risemberg, 1997 (cited in Dembo, 2004, p. 166), "Self-management of social environment relates to the ability to determine when you need to work alone or with others, or when it is time to seek help from instructors, tutors, peers,

and nonsocial sources such as a reference book, additional textbooks, or the Internet". Therefore, knowing how and when to work with others is also an important aspect in self-management skills.

Method

Research Design

In conducting research, the need to find the strategy to put together different components of the project design is inevitable. Creswell (2009, p.3) considers research design as detailed plans and procedures of data collection and analysis. The reason why research design is crucial is twofold. First, research design will help the data collection process. Second, it will ensure that the collected data is correctly answered the research questions, and avoid any uncertain aspects of the research.

In this research, to address and understand the issue of outstanding students' self-management, the researchers used a qualitative approach. According to Mason (2002), by utilizing a qualitative approach, researchers can research one large dimension of the social world, the texture of life, understanding experience and discourse or relationship. Mackey & Gass (2005) furthermore state that qualitative approach is characterized by descriptive data without statistical procedures. By doing so, qualitative research method can provide data, craft analysis and communicate the impact (Tracy, 2019).

Participants

The population of this research was the fourth year undergraduate students of English department IN Ar-Raniry in academic year 2017/2018 comprising of 120 students. Purposive sampling was used to select research participants. In qualitative study sampling is arguably depends on the relevancy and information the participants can have with relate to the proposed research design (Malterud, Siersma & Guassora, 2016). For the purpose of this research, several criteria were used as guideline of respondent recruitment. of Students selected as research respondents were those who had a minimum Grade Point Average (GPA) of 3,5 on the scale of 4,0 achieved a TOEFL score of 500 or above, won academic awards either on or off campus, and have contributed to social activities outside campus. Based on those criteria, only five female students out of 120 students fulfilled the requirement as respondents. Creswell (2012, p.234) stated, "it is better to select a few, rather than many, individuals or sites to study, to provide an in-depth understandings of the phenomenon". The fact that only five out of 120 students who were eligible to be included as respondents in this research showed the difficulties faced by students in implementing self-management skills. In this case, homogenous sampling, as proposed by Etikan, Musa & Alkassim (2016) within purposive sampling methods is used in order to get an information-rich participants with expected precise similarity (students, academic year, and life experiences).

Table 1. Respondents Selected Based on the Criteria

No	Initial	GPA	TOEFL Score	Award	Social and Academic Activities
1	TU	3.95	597	English Language Education Dept. Best Student (2017) The 6th Language Ambassador of Ministry of Education and Culture (2017)	Administrative office staff at Jakarta MRT Construction Management Consultant (JMCMC) (2019) Founder and Co-Chief of Jasa Translate Kita (2017) Translator Padebooks, Aceh (2018) TOEFL Tutor/Mentor at AEC (Ar-Raniry English Club) (2017) Deputy Minister of Human Resource and Development at EDSA (English Department Student Association) (2016-2017) Tour Guide of Himpunan Pramuwisata Indonesia (HPI), Indonesian Tour Guide Association. (2017)
2	FD	3.93	573	2nd Winner of Reading Ambassador of Aceh Province (2018) Runner Up 3 Tourism Ambassador of Banda Aceh (2017)	Camp Epic 4 RELO US Embassy-International Training (2018) Assistant Youth Leader in Indonesia-Korea Youth Exchange program (2017)

				Runner Up 2 Language Ambassador of Aceh Province (2016) Runner Up 1 Student Ambassador Genre Aceh	National Conference XLFL-Lead Indonesia Challenge (2016) Delegate for Asia-Pasific Urban Forum Youth Assembly – UNHABITAT (2015) Founder and Translator at "Jasa Translate Kita" (2017) English Teacher in Man Banda Aceh (2017) Translator of Museum Aceh (2017) Radio Broadcaster for "English Fun" Program Banda Aceh. One of Founders and CMO of Calitra Application Startup (2018) Volunteer in Turun Tangan Aceh (2014) Founder and Leader of "Jeumpa Peer Leaders" Banda Aceh.
3	AR	3.79	500	1st Nominator of Outstanding Student in EDSA Award (2017) English National Debater in PIONIR of 4th Indonesia (1017) Student Mobility Program, Meulborne, South Australia (2017)	Founder and Translator of Opportunist Language Course (2018) Founder and Vise Leader of Ar-Raniry English Club (AEC) at Education USA Center, UIN Ar-Raniry (2016) Leader of Public Relation Section of EDSA (English Department Student

				MORA (Ministry of Religious Affair) Scholarship grantee (2016)	Association) (2016-2017)
4	RI	3.84	540	Best Student of Faculty of Education and Teacher Training of UIN Ar-Raniry (2017) Best Speaker of National English Debating Championship of Pekan Ilmiah, Olahraga , Seni, dan Riset (PIONIR) (2017) UIN Ar-Raniry Delegate of Asian English Olympic, Jakarta (2017) 1st Winner of Youth Preacher of Aceh (2016) Aceh Ambassador for Indonesia Youth Jambore, Tanjung Pinang, Riau. (2015) 2nd Winner of English Speech at Regional Sumater, Banda Aceh. (2015) Outstanding Student of Aceh at Hari Pendidikan Daerah Aceh (2014) Awardee of LPSDM Scholarship Aceh (2014-2018) 1st winner of PAI National Debate Competition , Bekasi, West Java. (2013) Finalist of Chapter Aceh for YES Exchange Student's Candidate, Jakarta (2012)	A Volunteer at Bina Budaya Chapter Banda Aceh (2012-2017) An English Teacher at Smart Students Course (2017) Founder and Leader of Aneuk Aceh Berbagi (Aceh Youth Sharing) (2012) Member of Human Resource Development, Lembaga Pengembangan Pemuda Aceh (Aceh Youth Development Center) (2015)

| 5 | DUY | 3.75 | 530 | Indonesia Representative of Asia Youth Summit Japan (2015)

Delegate of UNESCO in Asia Youth International Model United Nation Malaysia (2017) | Participant of The 5th International Conference on Aceh and Indian Ocean Studies, Conflict, and Beyond: change, sustainability and interconnected in the Indian Ocean Regions. (2014)

Announcer trainee at Flamboyant FM, Aceh (2016)

Tourist Association trainee held by Tourist Guide Association Aceh ((2016)

Trainee of ESQ Basic Training for Teens held by ESQ, Banda Aceh. (2013)

Participants of Leader Talk 2.0, a workshop by The Leader (2018)

Training of Trainee (TOT) for The Leader qualified traineers (2018)

Full-time Teacher at English First Kelapa Gading, North Jakarta (2018) |

XL Future Leaders Batch 5 Awardee, Medan, Indonesia. (2016)

Awardee of Student Mobility Program, Perth, Australia.

				Local Volunteer of International Humanity foundation (2013-2014) Volunteer of Rumput Liar (Forum Pintar Untuk Lingkungan Sekitar)

Data Collection

To answer the question of how students with outstanding self-management skills are able to excel in both academic realm and social sphere, researchers employed semi-structure interview as data collection technique, conducted in English. Fontana and Frey (2000, p.645) as cited in Creswell (2012, p.46) stated, "semi-structured interview is one of the most powerful ways in which we try to understand our fellow human beings". Participants were allowed to express their thoughts in Indonesian when they were not sure how to express their ideas in English. The participants' responses were recorded, transcribed and analyzed. This would allow researchers to scrutinize students' motivational and behavioral strategies of self-management skill. The interviews lasted approximately thirty to sixty minutes.

Data Analysis

The data from interview sessions were transcribed in order to find relevant information. The data would then be selected and categorized into specific categories which would be analyzed by using three interrelated coding technique: open coding, axial and selective coding (Corbin & Strauss, 2008). Common emerging themes from the interview data were identified and classified accordingly.

Findings

Findings of this research were divided into several themes (goal setting, management of emotion and effort, time management, and management of physical and social environment). The data was classified according to 2 big topics; motivational and behavioural strategy along with the strategies implemented by participants in each topic.

Figure A.1. Findings

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                    ┌─────────────────────────┐
                    │ [1] Motivational Strategies:│
                    │                         │
                    │ -Goal Setting           │
                    │ To-do list (Listing)    │
┌───────────┐       │                         │        ┌──────────────────┐
│           │──────▶│  -Emotion and Effort    │───────▶│ Academic and Non-│
│ Cognition │       │ Worshipping             │        │     Academic     │
│           │       │ Writing                 │        │   Performance    │
│           │       │ Self-calming/talking    │        │                  │
│           │       └─────────────────────────┘        └──────────────────┘
│           │       ┌─────────────────────────┐
│           │──────▶│ Behavioral Strategies:  │
└───────────┘       │                         │
                    │ -Time Management        │
                    │ Prioritizing            │
                    │ Self-Observing and      │
                    │ Evaluating              │
                    │                         │
                    │  -Physical and Social Env.│
                    └─────────────────────────┘
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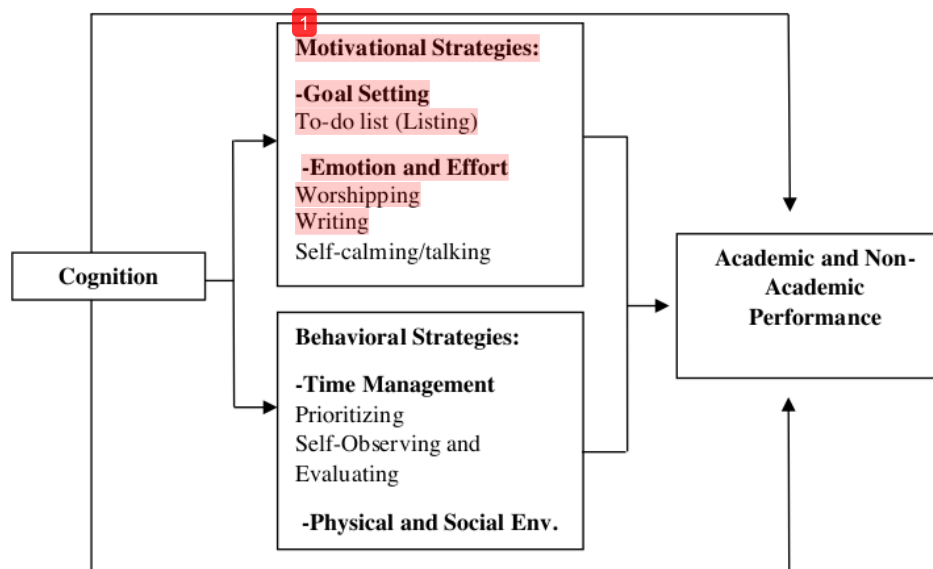
Cognition Strategy

Based on the result [10] the interviews, the researchers learned that all interviewees put an emphasis on the importance of self-management. They realized that self-management is vital to their success. Those five outstanding students stated that they always based their actions and decisions on the awareness of priorities. They believed that they needed to do self-management, as well as to evaluate factors that may affect their chances to succeed. Consequently, they used previous knowledge and experiences in adopting strategies to cope with obstacles, and found ways to excel. With regard to utilizing knowledge in dealing with challenging situations, respondents 2 stated that,

> *Based on my own experiences, I personally think that it is very important to manage the time wisely and to have a good plan. If you do not have a good plan, then the time will be wasted. It will just pass and you do nothing*

In a similar vein, respondent 5 suggested that,

> *There have been many real life examples about the importance of time management. For me, the knowledge I get, either from readings, or from lecturers' explanation, has been influential in the way I make decisions.*

Talking about the same issue, respondent 3 reiterated that *"most of the times, I base my decisions on the knowledge I have"*.

Participant 2 showed how she prioritized time management. In this case, she realized that time-management is an important factor in her effort to succeed and thus she saw the need to control and manage the time wisely.

Motivational strategy

As one of self-management skills, motivational strategy plays a crucial part in students' success. The researcher found out that all respondents had their motivational strategies to keep them motivated in their study and the pursuit of other academic credentials. Having motivational strategy has certainly helped these students in setting their goals and managed their emotion and efforts in pursuing their goals.

a. Goal-setting

As one self-management motivational strategies, goal setting plays an important role in students' success. It serves as the basis of motivation because it influences how an individual allocate his/her resources, how hard he/she works, and how long he/she persists at undertaking tasks in hands. From the interviews, it was clear that all student respondents acknowledged the importance of setting up goals. This was evident from their habits of planning their academic and social activities. The interviewees realized that goal-setting played a pivotal role in their success. During an interview, it was revealed that all respondents set aside time to plan their activities by making 'to do list' in the order of priority. Here, respondent 1 said:

> *I always set goals for myself. I set targets that I have to achieve in a year. For example, in 2018, I made 10 targets in my study and social life that I wanted to achieve. I had 'things to do list' to make sure that I work towards those goals.*

Responding to the same issue, student 4 stated,

> *I have goals on a daily, weekly, monthly, and a yearly basis. I also have a year resolution, resolution goals that I make once in a year. Setting up goals on weekly basis gives me a sense of direction that I can look at any time I need*

Commenting on the same issue, responding 5 suggested,

> *It is just common sense to make a list of activities and set up goals, so that I can perform and give my best efforts to achieve them. I may not be able to memorize everything that I need to do.*

These quotes suggest that all five students had their own specific techniques in setting goals. Some had journals, resolution goals, and some others created visions with the mission on their 'to-do list'. From the above interviews, participants 4 and 5 had similar ways of planning or setting goals, indicating the use of goal-setting as a self-management strategy.

b. Management of emotion and effort

Managing emotion and efforts are also part of motivational strategies. This self-management skill plays important roles in ones' life. It is inevitable that high pressure situations commonly experienced by mankind often result in stressful conditions that may lead to conflict, anxiety, irrational thinking, and self-defeating beliefs. If an individual is unable to manage emotion and effort, he will not be able to achieve stability and perform well in their daily activities.

Individuals have their own ways in dealing with and managing emotion and effort in order to achieve emotional stability. To minimize tensions from anxiety and frustration, many would use relaxation strategies such as self-talking, sharing with certain people, worshipping, singing, meditating, etc. Based on the result of interview, the interviewees also had different type of relaxation strategies. Besides sharing with people that they trust, reading novel, writing, watching TV or movies, the most common answers given by all interviewees was worshipping Allah (God), whether in the form of reciting the Qur'an, or praying. In this case, respondent 3 said:

> When I'm in a stressful situation, I think that maybe I have done something wrong, or perhaps disobey the teaching of my religion. So I try to get close to the Almighty by worshipping or something like that to have peace of mind. It often helps me to calm down my anxiety

In the same note, participant 4 stated,

> So, I calm myself down and manage stressful situations or conflicts by writing. I also try to get closer to God, of course. Praying and reciting the Qur'an would calm me down.

Respondent 2 stated,

> Besides practicing my religion, I often spend time to watch YouTube videos, especially the ones related to success stories or motivational videos. I also watch TV and movies to relax and take my mind off my hectic schedule and stressful situation. That way, I fell refresh and ready for upcoming activities.

The above illustrations indicate how students managed and handled their emotion. One of the strategies used was to turn to spiritual connection with the Almighty. It is considered as one of the areas of self-management that helps people to cope with pressures in their life. Involving and relying on the higher power in every aspect of life influences someone to have positive perspective in life and avoid the feeling of self-pity or despair. All respondents clearly suggested that they set aside time for worshipping Allah. It was apparent from their responses to the question that reads, 'Do you set aside time for worshipping Allah and having quality time with family and friends? Are those influencing your use of time?

Besides worshipping or other religious rituals, another common answer of relaxation strategies when they were in stressful situations was writing. In this case, respondent 3, out of her interest in writing, stated:

> When I feel like stress, the really productive activity that I do is writing, so I'll write a poem, I'll write a diary, and I'll write everything that I feel relieved.

Behavioral strategy

The interviews with the students reveal that in addition to using motivational strategies, they also use behavioral strategies to improve their self-management skill. There are several important areas influencing students' successful execution self-management, which include time management, prioritizing, and self-observation and evaluation

a. Time-management

Our interviews with all these five students revealed important information that to be successful learners they have to think ahead of time, such as do the planning and also organizing their time well. In so doing, some of them grouped their time schedule into two categories: the social and the academic activities. They intentionally set aside time for academic purposes, but also give sometimes for their leisure activities.

With regard to time-management, student 1 stated that:

> When it comes to time-management, I intentionally allocate and dedicate time to review my courses, work on my assignments, and prepare for the next study materials. I can only feel relax once I am sure I am on top of my academic tasks.

In a similar tone, student 5 stated:

> While I have a lot of social activities besides studying, it is academic works that I pay the most attention. I set time to work on my classes and when needed make time to consult to my lecturers about materials that I do not understand.

Other students also voiced the importance of planning time for both academic and social activities. They realized that time-management is the essence of having good academic and social achievement.

b. Prioritizing

Prioritizing, putting importance matters first, is also a significant factor affecting students' successful academic life. The interviews suggest that the students make an effort in prioritizing their activities. As revealed during the interviews, all 5 students asserted that academic related activities are their top priorities. Only after academic

agenda has been accomplished come other social and leisure activities. Weighing up the benefits from academic and social activities that they can get also one of the factors of their prioritizing strategies, as stated by student 2:

> *In some cases, I postpone my academic agenda. For example, if an urgent social activity comes up, and its degree of urgency is high, I would skip class for one meeting. In doing so, I weigh up the benefits it brings to my development.*

Student 4, when talking about this particular issue asserted:

> *When I decide on which courses that I need to take during the semester, I always look at my academic schedule and try to do my best to arrange them so that they are not preventing me from getting involved in community development. So, yes based on my academic schedule, I'll decide my other activities*

The quotes show that students do not always spend their time studying or focusing on their academic program, they sometimes take times to do some leisure activities. Doing social and leisure activities will actually energize students to learn better.

c. Self-observation and Evaluation

Doing self-observation and evaluation is another behavioral strategy that serve as inquiry mechanism towards planned activities. It is through self-observation and evaluation that one can get feedback of his/her performance, which in turn can be used for future undertakings. When utilized properly, the feedbacks can be of great use to improve areas that need enhancement. On this note, one of the students, for instance, said:

> *After I work on something, I usually check and evaluate my performance. I look at how I did my work, what can I do differently to make it better, do I benefit from it, and whether it gives me maximum results. I also write down my assessment and evaluation of my activities for future use and reference.*

In addition to self-evaluation, student 2 also stated:

> *Before sleeping, I try to remember the things that I have and have not accomplished during the day. I try to appreciate myself if I managed to do well, and I will re-arrange my strategy to realize planned activities that I have not been able to do.*

The quote indicates that the participants reflect on their own activities. It is important to note that regardless of these students' understanding on the reflective practices, they have in a way done it and these reflective practices have yielded positive

impact on their academic achievement. These students also stated that they would work hard to keep up with their timeline as scheduled, as one of them said "My positive thing is I will hold my agenda, I mean I will hold my timeline".   .

Discussion

Our findings points out that these five outstanding students use a handful of strategies in their self-management. They set goal ahead of time, manage their emotions and efforts, manage their time, and they adapt to physical and social environment. The result indicated that they all have the ability to restructuring or modifying their physical and social environment. They know when it needs to work alone or in group, when to seek help from others, and how to adapt to their environment and make acceptable changes in their environment. This work has revealed important insights on high-achieving students' attitude and belief toward learning. They realize that successful learning starts from within, from their own personality (Fraudenberg, Brimble & Cameron, 2011). From within and from their own personality means they should be able to be creative, innovative, and proactive on what they want and how to get what they wantIn doing so, they have to self-manage and monitor factors contributing to their success or/and failure to achieve their goal. They believe that obstacle inhibiting their goal achievement should be eliminated and they should be committed tackling the barriers. This is similar to what Bandy and Moore (2010) believe that of the ability to engage in self-management is very much connected with their success in managing their emotional states.

One of the key factors for their academic success is the ability to manage their learning anxiety. As the result, they have strong learning motivation, which is referred as the motivational strategies. This attitude toward learning is very much influenced by their significant others, the immediate families, which also known as the first socialization zone for all children. This suggests that earlier childhood education in the family is very much influential for the development of learning attitudes of children beyond their first socialization zone. This is in line with the theory of Pintrich (1994) suggesting three interactive components involve in students' motivation; personal and socio-cultural factor, classroom environment factor, and internal belief and perception. These three factors unconsciously have played important roles in building the outstanding students' motivated behavior. In addition, the result also pointed out how they decide the choice of behavior, level of activity and involvement, and persistence which are identified as motivated behavior (Dembo, 2004).

In addition to motivational strategies, the findings also revealed that the students use goal setting, emotional management, and self-management system. They indicated that there are resolution goals in their to-do list strategy served as the basis for the follow up activities afterwards, reduced proscrastination, and resulted in priority check lists. Those reflects that one of the most important factors influencing the attainment of goals is the efficient use of time, the need to have it planned and organized well (Dembo, 2004). Also, they use relaxation strategies in management of emotion. They did self-talking, sharing with certain people, reading novel, and most of them believe that asking God's help for their success is another important attempt they took to be successful. Choi and Chung (2012) show similar instances that students having a strong self-management skill

will most likely be successful in their academic achievement. In addition, students' strong learning attitudes, known as behavioral strategies help student gain their academic achievement.

The result furthermore, demonstrated the students' positive and negative behaviors toward the time in general. Student's positive behaviors towards time are hard worker in which they showed discipline and persistence in their study (i.e. assignments accomplishments) and became more reliable in making decision. On the other hands, negative behaviors toward time can be seen from the fact that some (though very few of them) are still procrastinating the time. To this end, positive adjustment behavior among university students, as Turki, Jdaitawi, and Sheta (2018) argue, can further improve their emotional and social learning for greater change of success. On the other hand, although, negative behaviors are somewhat difficult to be completely erased, self-management practices among students can significantly reduce the negative behaviors in university context .

Conclusion

The responses from this study explained two aspects of self-management; motivational and behavioural strategies with four components of goal-setting, management of emotion and efforts, time-management, and management of physical and social environment. Good practices from this study of high-achieving students reveals several interesting information. The five participants agree that positive attitude towards learning is one of the fundamental factors triggering students' academic achievement. It is important to note form the finding that these positive learning attitudes, such as self-management strategies and behavioral strategies are shaped from their first socialization zone, such as education received from their immediate families.

These all five students showed the use of strategies to reduce anxiety and setting goals called motivational strategies. They indicated that there are resolute goals in their to-do list and priority check lists which serve as the basis of motivation for them. Also, they use relaxation strategies to manage their emotion such as self-talking, sharing with certain people, reading novel, including worshipping/praying and writing diaries.

Next, they have strategies to develop a good time-management system such as doing self-observation and self-appreciation, and making their own deadlines before the actual deadlines to reduce procrastination and to use the time more effectively.

All in all, they have serious consideration on their self-management system in which how they build their own behavior based on their cognition. They believe that they need to be self-managed and to monitor the factors contributing to the success by removing the obstacles, finding a way to excel, using their knowledge effectively, and changing the behavior when learning does not occur.

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