

From Distraction to Engagement: Self-Management-Based Group Counseling for Reducing Off-Task Behavior among High School Students

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Abstract

Off-task is still often found in schools and becomes a challenge in classroom learning, especially at the high school level, off-task behavior can cause harm to oneself and others and can reduce academic achievement and motivation of students, some forms of off-task behavior are often joking with friends during lessons, eating in class during lessons, playing with cell phones during lessons and so on. The purpose of this study is to determine the effectiveness of group counseling with Self-management techniques in reducing students' off-task. This study uses a quantitative method using a one-group pre-test and post-test experimental design. The population in this study used 155 students at SMA Hang Tuah 1 Surabaya. The sample used in this study was 6 students consisting of 4 boys and 2 girls who were taken using a purposive random sampling technique based on high off-task criteria. From the results obtained from the Wilcoxon test on the pre-test and post-test, the data showed a significant decrease in value between the pre-test and post-test scores with an Asymp value. Sig (2-tailed) of 0.027 <0.05 indicates that the hypothesis is accepted. Therefore, it can be concluded that group counseling with self-management techniques is effective in reducing students' off-task behavior.

Introduction

In both formal and informal education, every individual is required to think about maximizing their potential. The learning process at school requires focus and concentration to understand the material presented by the teacher. Concentration in learning is essential in every learning process because it is the most important point in supporting learning (Meriem et al., 2022; Zhou et al., 2026). Students who do not concentrate while studying will have an impact on themselves and will not achieve anything. Concentration in learning is one of the important requirements before and during the learning process to achieve the goals of the learning process (Ahmadi et al., 2025). Students who lack concentration in learning, resulting in off-task behavior, are behaviors that are not in accordance with learning objectives or undesirable behaviors (Zhou et al., 2025). Off-task behavior is disruptive and undesirable behavior during learning activities. This behavior occurs spontaneously because students feel uninterested in what the teacher is explaining and the lack of teaching methods and innovations in the teacher's teaching methods can make learning less conducive (Jamet et al., 2020; Shinoda et al., 2021). Other reasons include the desire to gain the attention of adults, peers, people in the surrounding environment, or even to provide opportunities for more interesting and preferred activities, such as talking, joking with classmates, or playing with other objects. It also avoids unwanted activities, such as writing or reading textbooks.

Off-task behavior refers to students' engagement in activities that are not aligned with classroom learning tasks, such as ignoring teacher instructions, failing to complete assigned work, disturbing peers, or talking about matters unrelated to the lesson (Deng et al., 2022) In classroom contexts, this behavior is generally viewed as ineffective because it disrupts students' focus and reduces their participation in meaningful learning activities. (Goldberg et al., 2023) define off-task behavior as students' involvement in non-learning activities for more than three

seconds, including not focusing on the teacher, drawing, or leaving their seat during instruction. From the perspective of educational psychology, off-task behavior reflects difficulties in self-regulation, particularly weak self-control, self-monitoring, and the ability to direct behavior toward learning goals (Lerang et al., 2024). Broad et al., (2023) classify off-task behavior into four aspects: motor, verbal, passive inactivity, and solitary behavior. These aspects include behaviors such as walking around the classroom, joking or talking without permission, daydreaming or sleeping, and engaging in unrelated individual activities such as playing games or reading non-learning materials.

The factors causing off-task behavior are also explained by (Febrianti & Suhaili, 2021). that off-task behavior consists of two factors: internal factors and external factors. Internal factors are factors that originate from within the individual, namely emotionally, which includes personality, temperament, anger, resistance, assertiveness, frustration, anxiety, fear, boredom, and so on. Meanwhile, external factors are factors that originate from outside the individual, namely family, school, friends, and community factors. According Newton et al., (2024) off-task behavior may be caused by family, environmental, personal, task-related, instructional, and classroom management factors. Off-task behavior can harm students' academic achievement and disrupt classmates' learning. Therefore, it needs to be addressed promptly to prevent students from repeatedly ignoring and disengaging from classroom instruction. Ultimately students will find it difficult in the future to work on exam questions which can affect their grades (Froehlich et al., 2023). Hogg et al., (2024) reinforced that off-task behavior can reduce students' understanding of learning materials, cause them to fall behind academically, and make them miss important information delivered by the teacher..

Off-task behavior is characterized by maladaptive classroom responses such as impulsive actions, lack of attention, failure to complete assigned tasks, leaving one's seat, and speaking without permission (Flippin et al., 2021). Aini (2024) further identified additional indicators, including low learning motivation and insufficient readiness to participate in classroom learning activities. These characteristics indicate that off-task behavior is not merely a disciplinary issue, but a behavioral pattern that may disrupt students' academic engagement, self-regulation, and participation in learning. Empirical studies have shown that off-task behavior occurs across various educational contexts, including 63.4% of Grade XI students at Al Ghozali Jember Integrated Islamic Senior High School who demonstrated unfocused off-task behavior (Nurhanifah et al., 2025). Similar findings were reported by Hulu & Laoli, (2023), who identified 19 students with off-task behavior in Grade XI-TKJ-1 at BNKP Gunungsitoli Private Christian Vocational School. Considering its prevalence and potential impact on the learning process, guidance and counseling teachers need to implement structured interventions, such as group counseling, to help students strengthen self-control, improve learning motivation, and develop more adaptive classroom behavior

Group counseling is considered a relevant intervention for reducing students' off-task behavior because it enables counselors to address similar behavioral problems among several students simultaneously through structured group dynamics. Steen et al., (2022) emphasized that group counseling is efficient for reaching students who experience comparable difficulties. In this context, group counseling provides a supportive setting in which students can discuss personal problems, learn from peers, develop social support, and strengthen responsibility, self-awareness, and problem-solving skills (Li et al., 2025; Weiste et al., 2020). Previous studies in Indonesia also indicate that group-based interventions can reduce passive, verbal, and motor forms of off-task behavior by utilizing peer interaction and behavioral strategies such as self-management and behavioral contracts (Prawitasari et al., 2026). Therefore, group counseling offers not only a corrective approach to reduce disruptive classroom behavior but also a developmental process that helps students build adaptive learning habits and greater behavioral responsibility.

Self-management is particularly relevant because it helps students regulate their own behavior through self-monitoring, self-reward, self-contracting, and stimulus control (Smith et al., 2022). In the self-monitoring stage, students identify and record problematic behaviors and their possible triggers (Del et al., 2025). Through self-reward, students strengthen desired behaviors by providing positive reinforcement for behavioral improvement. In self-contracting, students make personal commitments to change their behavior by setting goals and consequences (Rundle et al., 2023). Finally, stimulus control helps students evaluate and manage environmental cues that influence their behavior. The effectiveness of self-management techniques in group counseling has also been supported by Siantz et al., (2025) who found that these techniques contributed to reducing students' online game addiction.

Group counseling can reduce off-task behavior in students. Prayitno (Hanifaturohmah & Widyarto, 2022) stated that group counseling is efficient in reaching many students with the same problems. Group counseling is a

guidance and counseling service provided to students to help them solve their problems through group dynamics. Group counseling from journals found that group counseling can help in solving personal problems, encourage students to study together and provide social support, group counseling functions as prevention as well as treatment by emphasizing responsibility, self-awareness, and the ability to solve one's own problems (Arlenia & Farid, 2025). Group counseling is a good option for addressing off-task because it can handle many students at once, utilizes peer interaction to encourage each other, and supports sustainable behavior change through behavioral techniques such as self-management or behavioral contracts. Various studies in Indonesia have shown that this group intervention significantly reduces the number of passive, verbal, and motor behaviors (Julyarti et al., 2025). According to Kumalasari (Rahayu et al., 2023) states that self-management includes self-monitoring, positive reinforcement (self-reward), contracts or agreements with oneself (self-contracting), and mastery of stimuli (stimulus control). At the self-monitoring stage, the counselee observes and records everything about himself, such as recording problem behavior and recognizing the causes of problems. At the self-reward stage, this is to change settings and problems to direct desired behavior by means of the counselee regulating and strengthening his behavior through consequences produced by himself positive reinforcement. At the self-contracting stage, the counselee makes an agreement with himself to change behavior by looking at the consequences or goals used. At the stimulus control or self-control stage, mastery of this stimulus is to evaluate the use of self-management on behavior with behavioral targets. The use of self-management techniques is reinforced by previous research that self-management techniques in group counseling have an effect on online game addiction in students (Wang et al., 2022).

Based on the problem of off-task behavior that often occurs during class learning and it can be said that self-management techniques can reduce student off-task behavior. Researchers want to know how effective self-management techniques in group counseling services can be used to reduce off-task behavior in students so that researchers raised the title of the Effectiveness of Self-Management Techniques in Group Counseling Services to Reduce Student Off-Task.

Methods

Design

The type of research used is quantitative research with an experimental approach using a one-group pre-test-post-test design, namely an experiment that is applied to only one group without a comparison (Russ et al., 2026). Before the research is conducted, the research subjects will be given a pre-test first before being given treatment, likewise after the subjects are given treatment, a post-test will be given to the subjects to find out how the results after the post-test is carried out.

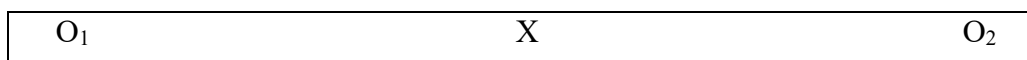


Figure 1. One group pre test-post test.

Description:

O₁ = Pre-test to measure off-task scores before receiving group counseling using self-management techniques.

X = Group counseling using self-management techniques.

O₂ = Post-test to measure off-task scores after receiving group counseling using self-management techniques.

The population in this study were all 11th grade students at SMA Hanh Tuah 1 Surabaya, each class has a different number of students, the total number of Phase 11 students was 201 students. The subjects of this study were 6 Phase 11 high school students who were identified as showing high off-task behavior based on the off-task aspect criteria, namely motor off-task, verbal off-task, off-task inactivity (passive), solitary off-task.. The research subjects were taken using a purposive random sampling technique. The requirements for purposive random sampling were Phase 11.1-Phase 11.8 students who had a score of 199-264 based on the pre-test results that had a High or medium category, and were willing to participate in group counseling from beginning to end. The data analysis technique used the Wilcoxon test with the SPSS 26 program to obtain valid results.

Procedure

The treatment procedure was carried out in 8 meetings with a duration of 45 minutes for 1 meeting. At the first meeting, the initial stage was carried out, the second meeting was the transition stage, the third stage entered the work stage (exploring the counselee's environment in detail), the fourth meeting entered the self-management technique, namely self-monitoring, the fifth meeting entered the self-rewards stage, the sixth meeting entered the self-

contract stage, the seventh meeting entered the self-control stage, the eighth meeting entered the termination stage. Researchers conducted research from October 2025 to December 2025, Data collection techniques and instruments used observation, interviews, and measurement scales using questionnaires, This study researchers used a Likert Scale, This scale contains statements taken from off-task characteristics to collect data relevant to respondents who must be answered honestly. Which contains favorable and unfavorable statements. Favorable statements are sentences that support the variables to be measured and unfavorable statements are sentences that do not support the variables.. The student off-task measurement scale in this study uses a Likert scale that has 4 alternative answers, namely Never (TP), Sometimes (KD), Often (S), Always (SL) (Sugiyono, n.d.). The data analysis technique uses the Wilcoxon test with the SPSS 26 program to obtain valid results. In this test, Wilcoxon is used to compare results with a significant score of 0.05. If the result is less than 0.05, then the hypothesis is accepted or group counseling services with self-management techniques are effective in reducing student off-task behavior. Conversely, if the result is greater than 0.05, then the hypothesis is rejected or group counseling services with self-management techniques are ineffective in reducing student off-task behavior.

Table 1. Alternative answer values.

Alternative Answers	Item Fvorable	Item Unfavorable
Never	1	4
Sometimes	2	3
Often	3	2
Always	4	1

Results

Baseline and Post-Intervention Profile of Students' Off-Task Behavior

The findings showed a measurable reduction in students' off-task behavior after the implementation of self-management-based group counseling. At the individual level, all six students demonstrated lower post-test scores than their pre-test scores, indicating a consistent downward pattern in off-task behavior after the intervention. The largest score reduction was observed in NHW, whose score decreased from 211 to 141, followed by AA, SAZPK, and ADY. Although MFA and PD remained in the medium category, both students still showed a slight decrease in their post-test scores. These individual changes are presented in Table 2.

Table 2. Individual pre–post changes in students' off-task behavior.

No	Initial Student	Class	Pre test Result	Category	Post test Result	Category
1	NHW	F.11.5	211	High	141	Medium
2	ADY	F.11.5	147	Medium	118	Low
3	MFA	F.11.8	172	Medium	170	Medium
4	SAZPK	F.11.8	147	Medium	117	Low
5	PD	F.11.8	163	Medium	161	Medium
6	AA	F.11.8	142	Medium	104	Low

Note. Score categories: Low = 66–131; Medium = 132–198; High = 199–264.

The statistical analysis further confirmed the reduction in students' off-task behavior. The Wilcoxon Signed-Rank Test showed that all participants had negative ranks, meaning that each student's post-test score was lower than the pre-test score, with no positive ranks or ties. The test indicated a significant decrease in off-task behavior, $Z = -2.207$, $p = .027$. This result was supported by the paired samples t-test, which also showed a significant pre–post difference, $t(5) = 2.751$, $p = .040$. The effect size was large, Cohen's $d = 1.10$, indicating that the intervention had a substantial practical effect. The summary of statistical findings is presented in Table 2.

Table 3. Summary of statistical evidence for intervention effects.

Analysis	Statistic	df / N	p-value	Interpretation
Wilcoxon Signed-Rank Test	$Z = -2.207$	N = 6	.027	Significant reduction
Paired Samples t-test	$t = 2.751$	df = 5	.040	Significant reduction
Effect size	Cohen's $d = 1.10$	N = 6	-	Large effect

NWH Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. NWH is a male student in Phase XI class whose pre-test results showed that NWH has high off-task behavior. The following are the pre-test results of the student with the initials NWH, as presented in Table 4.

Table 4 .Pre-test NWH.

Initial Student	Class	Pre test Result	Category
NHW	Fase. 11.5	211	High

The counselee on behalf of NWH is a Phase XII.5 class student with male gender who has high pre-test results. At the 1st counseling meeting held on November 3, 2025, at the initial stage where at this stage the aim is to build familiarity between counselees explaining the rules and determining counseling openly / closed, and signing the counselee's willingness sheet. At this stage, the NWH counselee during the activity at the beginning of the activity NWH felt awkward and silent but after doing ice breaking, the counselor saw NWH felt a little comfortable because when asked for his opinion about determining counseling he often expressed his opinion and sometimes often followed the words of other friends as well as when asked about opinions on other things, and also NWH often joked with ADY one of the counselees who came from the same class. At this stage, the client was also asked to briefly tell his/her problems, where the NWH client told that in class he/she often fell asleep at the beginning of the lesson, often made noise in class when he/she joked with his/her friends, sometimes played with his/her cellphone in class, when other clients told about the problems experienced by the NWH client, he/she paid enough attention and sometimes talked to ADY.

In the 2nd counseling meeting held on November 7, 2025, it was a transitional stage where at this stage it was recalled the activities carried out at the initial meeting where all counselees agreed to conduct closed group counseling and make rules for group counseling agreed upon by all group members, the counselor asked each counselee for comfort and aimed to build closer relationships and explain about off-task. In this 2nd session, NWH counselees have begun to be able to mingle with other counselees, in this session when the counselor explained about off-task, NWH counselees really paid attention to what the counselor said, sometimes when feeling a little bored, NWH counselees played with the ballpoint pen held by NWH counselees, when asked to explain or what was understood about off-task, NWH counselees explained behaviors such as those experienced in class, such as sleeping when sleepy, playing with cellphones and being noisy in class. At the 3rd counseling meeting held on November 10, 2025, entering the working stage, at this stage, it entered the core stage. The counselor explored the client's problems in detail. When the counselor explored the problem, NWH explained that the off-task behavior he did was falling asleep because he felt bored in class, especially with certain teachers because he felt their teaching methods made NWH sleepy and boring. When there were several questions asking about NWH's off-task behavior, did parents know? NWH's client answered that parents did not need to know about what happened in class when NWH fell asleep, sometimes it was often noisy in class. In this session, NWH often paid attention to other friends when they started asking questions and even expressing opinions, joking a little with ADY and MFA clients. Because this session had begun to enter the core stage of counseling, all clients were asked to pay attention to friends who were telling stories. The counselor often saw NWH feeling a little bored so NWH chatted with other clients during group counseling.

In the 4th meeting held on November 13, 2025, the counselor explained that he would use the Self-management technique. The counselor provided directions and examples of changing off-task behavior using the Self-management technique. In this session, the counselee filled out and analyzed the Self-monitoring sheet according to the counselor's instructions. In this session, the NWH counselee was confused by the explanation given by the counselor and how to fill out the sheet given. In this session, the NWH counselee showed a slight change after gaining understanding from other friends and the counselor in the 3rd session. The NWH counselee seemed to pay attention to what the counselor said and asked what he did not understand about the filling out sheet even though he looked sleepy several times. At the 5th meeting held on November 17, 2025, the counselor explained the self-reward sheet.

Here, the counselee was asked to fill out the self-reward sheet according to the counselor's instructions. The counselor provided an example and understanding to the counselee to fill out the sheet that had been given. When the counselor asked whether or not the counselor understood what the counselor explained, the NHW counselee complained that he did not have the motivation for the written reward so he wrote that he wanted to buy a toy/replica of a Harley motorbike. At this stage, the NHW counselee had a slight change in attitude where NHW was often seen focusing on listening to the counselor and helping friends who did not understand the explanation given by the counselor.

At the 6th meeting held on November 20, 2025, the counselor explained the self-contract sheet and explained the steps that the counselee must take in the future, and asked the counselee to fill out the self-contract sheet and sign it. In this 6th session, NHW looked focused on listening to the instructions given by the counselor, when working on the sheet given by the counselee, NHW was a little confused about what to do to form new behavior so that his way to eliminate his off-task behavior in class was by providing coffee and trying to keep his cellphone in his school bag. The counselor also emphasized to the counselee to always apply their new behavior. At the 7th meeting held on November 24, 2025, the counselor explained self-control and evaluated the behavior they wrote on the self-contact sheet. In this session, NHW's counselee said that when trying to apply his new behavior, he was often invited by his friends to play games, and felt sleepy in class, especially at 1 o'clock and in the last hour of class, how to control to stay focused in class when NHW was invited to play games with his friends, NHW tried to refuse nicely and put his cellphone in his bag, and when he was sleepy he drank the coffee he brought from home. In this session, the counselor noticed that NHW had changes where NHW focused on listening and did not feel sleepy.

At the 8th meeting held on November 27, 2025, the counselor and counselee reviewed what they had done, the success and failure factors in the treatment process to reduce their off-task behavior. During the counseling and treatment session, NHW had a change in not falling asleep in class and trying to refuse friends to play games in class during the lesson. Counseling was closed by filling out a reflection sheet and filling out a post-test. NHW had a pre-test score of 211 to a post-test with a score of 144 with this NHW's pre-test and post-test scores having a comparative score of 70. From the results above, NHW has a comparative score of 70 because it has a strong motivation to change to on-task by avoiding off-task triggers (see table 5).

Table 5. Post-test NHW.

Initial Student	Pre test Result	Category	Post-test Result	Category	Comparison
NHW	211	High	141	Medium	70

ADY Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. ADY is a male student in Phase XI class whose pre-test results showed that ADY has off-task behavior in the moderate category. The following are the pre-test results of the student with the initials ADY, as presented in Table 6.

Table 6. Pre-test ADY.

Initial Student	Class	Pre test Result	Category
ADY	Fase. 11.5	211	High

The counselee named ADY is a Phase XII.5 class student with male gender. In the 1st counseling meeting held on November 3, 2025 at this stage the aim was to build familiarity between counselees explaining the rules and establishing open/closed counseling. In this session ADY was often silent when carrying out group counseling joking only with NHW counselees, rarely expressed his opinion preferring the majority vote when making rules and other determinations and felt very awkward when the first group counseling meeting was held with other classes, he could relax a little when after the ice breaking marked ADY began to give his opinion. In the 2nd counseling meeting on November 7, 2025, this session, ADY's counselee still felt a little awkward with friends from different classes, marked by always inviting them to chat or ask NHW's counselee, in this session, ADY's counselee played with a ballpoint pen when the counselor explained about off-task when asked for his opinion, ADY was a little confused because he was not too focused on listening to what the counselor said, ADY explained off-task which was known to be noisy in class when the teacher explained, not long after that, the counselor saw that ADY had started to feel comfortable, marked by ADY starting to listen to what other counselors said when giving opinions about off-task behavior.

At the 3rd counseling meeting held on November 10, 2025, it began to enter the working stage. Starting from asking how he was, when exploring the problem of the client, ADY explained the off-task behavior that was carried out in class, namely being noisy in class when he felt the subject being taught was boring, just as when asked to joke with friends, ADY would reply with jokes in class. In this 3rd session, ADY, several times still joked with NHW and MFA. Because in this session, he had begun to enter the core stage of counseling, all clients were asked to pay attention to friends who were telling stories, after being given an understanding, ADY could focus on the discussion and pay attention to other friends when explaining and explaining their opinions. On November 13, 2025, the 4th meeting was held which had begun to enter the self-management technique, in this session the counselor explained what self-management was and explained the steps, in this session ADY looked more focused and quiet after being given an explanation yesterday and began to give opinions when asked, at this stage the counselee was asked to fill out a self-monitoring sheet and recall any off-task behaviors carried out in class and write them down on the sheet given by the counselor. It is known that ADY wrote on the self-monitoring sheet and often told that ADY was often noisy in class, when asked to joke by his friends he would join in enlivening the class atmosphere so as not to feel bored.

At the 5th meeting held on November 17, 2025, the counselor reviewed yesterday's activities and explained the self-reward sheet that would be filled in at the 5th meeting counseling activity. Here, the counselee was asked to fill in the self-reward sheet according to the counselor's instructions. In this session, ADY could focus on group counseling activities. ADY always paid attention to what the counselor explained and began to exchange opinions with other friends and asked what ADY did not understand on the sheet of paper given. At the 6th meeting held on November 20, 2025, like the previous meeting, each meeting always reviewed previous activities and in this 6th session, the counselor explained about the self-contract sheet and explained the steps that the counselee must take in the future then asked the counselee to fill out the self-contract sheet and sign it. The counselor also emphasized to the counselee to always apply their new behavior. In this session, ADY was quite active in asking what he would do to form new behavior in class.

At the 7th meeting held on November 24, 2025, the counselor explained self-control and evaluated the behavior they wrote on the self-contact sheet. In this session, ADY's counselee told about the obstacles he experienced in class when he wanted to focus and when trying to apply his new behavior, he was often invited by his friends to joke around in class, even though sometimes he thought about joining in the crowd, but he chose to reprimand his friends and move away a little from his friends who were noisy. At the 8th meeting on November 27, 2025, the counselor explained and reviewed the progress of the 1st-final meeting where the counselee ADY had a slight change in trying to fight his desire to be noisy and choose to focus on lessons in class. During the counseling and treatment session, NHW had a change in not being noisy in class during lessons and trying to reject friends and reprimand his friends who were noisy during lessons. Counseling was closed by filling out a reflection sheet and filling out a post-test. ADY had a pre-test score of 147 to a post-test with a score of 122 with this ADY's pre-test and post-test scores having a comparative score of 29. ADY's comparative score showed a real change after the group counseling intervention, where he consciously reduced the frequency of off-task conversation, verbal behavior that most commonly interferes with learning, such as chatting while the teacher explains or being noisy with friends (see table 10).

Table 7. Post-test ADY.

Initial Student	Pre test Result	Category	Post-test Result	Category	Comparison
ADY	147	Medium	118	Low	29

MFA Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. MFA is a male student in Phase XI class whose pre-test results showed that MFA has off-task behavior in the moderate category. The following are the pre-test results of the student with the initials MFA, as presented in Table 8

Table 8 .Pre-test MFA.

Initial Student	Class	Pre test Result	Category
MFA	Fase. 11.8	211	High

The client, MFA, is a male student in Phase XII.8. The first counseling session, held on November 3, 2025, was the initial stage, aiming to build rapport between clients, explain the rules, and establish open/closed counseling.

MFA was quite relaxed during the group counseling session, actively speaking, and enthusiastically participating in the group counseling. At the second counseling meeting on November 7, 2025, I asked for news and reviewed the group counseling activities that had been carried out in the previous meeting, did an icebreaker to build a more comfortable atmosphere where at this stage the counselor asked each counselee for comfort and built a closer relationship and explained about off-task. In this session, I saw that the MFA counselee was very relaxed and active in group counseling and listened to the counselor's explanation about off-task.

At the 3rd counseling meeting on November 10, 2025, the counselor entered the working stage, like the usual meetings, the counselor asked for news and reviewed yesterday's activities. At this stage, the counselor explored the client's problems in detail. MFA's client was known to have off-task behavior in class when he felt bored in economics which made him sleep in class, and sometimes he asked permission to go to the bathroom but he walked around the school environment, sometimes he often played on his cellphone in class, ate in class secretly. MFA at this stage was very active, several times seen joking with NHW and ADY, paying attention to the counselor and other clients when telling stories. On November 13th, the fourth meeting was held. The counselor began the meeting by asking how things were going and reviewing the previous session's activities. He explained that this stage would include self-management techniques. He explained what self-management is and the steps involved. At this stage, the client filled out a self-monitoring sheet. It was noted that MFA often slept in class during certain lessons and was bored. During this session, MFA was active and often expressed her opinions when she did not understand the counselor's instructions. She was encouraged to focus on group counseling activities.

On November 17, 2025, the 5th meeting was held, which was opened by asking for news and reviewing previous activities. The counselor explained the self-reward sheet, here the client was asked to fill out the self-reward sheet. It was known that when filling out the self-reward sheet, MFA would not sleep in class. When she succeeded in doing so, she would buy fried food in the canteen, and wrote about how she tried not to play with her cellphone in class. At this stage, MFA always talked about what she had to fill in with the rewards and punishments she received, and MFA was quite active in this stage, often expressing her opinions in the context of group counseling and expressing her opinions to other friends. On November 20, 2025, the sixth meeting was held where the counselor explained the self-contract sheet and the steps the client should take in the future, and asked the client to fill out the self-contract sheet and sign it. The counselor also emphasized the client to always apply their new behavior. In this session, MFA expressed his opinion on how to overcome drowsiness in class, namely by working on unfinished assignments, not being noisy by chatting with friends after doing assignments or during breaks, and asking permission to eat lunch if permitted by the teacher. MFA was active in the sixth meeting and often expressed his opinion.

At the 7th meeting held on November 24, 2025 at this stage as usual to ask for news and review previous activities, at this stage the counselor explains self-control and evaluates the new behaviors they wrote on the self-contact sheet about obstacles and how they overcome them. In this session, MFA counselees told about the obstacles that occurred in class when they wanted to focus and when trying to apply their new behaviors, they often felt disturbed by noisy classmates when they started to focus in class, had started having breakfast at home to prevent eating in class in the morning even though sometimes they were still hungry in class. At this stage, MFA was as usual active in expressing his opinion. At the 8th meeting on November 27, 2025, the counselor explained and reviewed the progress of the 1st-final meeting where the MFA counselee had a slight change in trying to fight his desire not to sleep in class and chose to have breakfast at home before going to school. During the counseling and treatment session, MFA had a change in not sleeping in class during lessons and tried to have breakfast at home before going to school, and reprimanded friends who kept busy during lessons. Counseling was closed by filling out a reflection sheet and filling out a post-test. MFA had a pre-test score of 172 to a post-test with a score of 170, with this MFA pre-test and post-test score having a comparison score of 2 (see table 9).

Table 9 .Post-test MFA.

Initial Student	Class	Pre test Result	Category
MFA	172	Medium	170

SAZPK Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. SAZPK is a female Phase XI class student whose pre-test results showed that SAZPK has off-task behavior in the moderate category. The following are the pre-test results of the student with the initials SAZPK, presented in Table 10.

Table 10 .Pre-test SAZPK.

Initial Student	Class	Pre test Result	Category
SAZPK	Fase. 11.8	211	High

The counselee on behalf of SAZPK is a student of Phase XII.8 class. At the 1st counseling meeting held on November 3, 2025, it was the initial stage where at this stage the aim was to build familiarity between counsees, explain the rules and determine open/closed counseling, at this stage SAZPK still felt awkward and tended to be silent and rarely gave his opinion, often chose the most votes when asked for his opinion to choose or determine something, and listened to the counselor's instructions. In the second counseling meeting held on November 7, 2025, this stage is a transition stage where at this stage the counselor asks each counselee for comfort and builds a closer relationship and explains about off-task. In this session, SAZPK counsees began to feel a little comfortable, marked after the ice breaking, SAZPK had begun to pay attention to other friends, it was seen that SAZPK threw jokes at PD in this session, and was quiet a lot.

At the 3rd counseling meeting held on November 10, 2025, entering the working stage, at this stage the counselor as usual asked for news and reviewed yesterday's activities before entering the core stage. The counselor explored the client's problems in detail. The SAZPK client was known to have off-task behavior in class, he often played with his cellphone in class which made him sleepy and bored, often slept in class and said that he was often invited to eat during class. In this session, SAZPK was seen being quiet and observing other friends, and rarely expressed his opinion, tending to listen when his friends told about the problems they experienced in class, it was seen that SAZPK occasionally felt sleepy when group counseling was taking place, because it was the core stage, in this session the client was asked to focus and no one joked. At the 4th meeting held on November 13, 2025 before carrying out the activities, the counselor asked for news and reviewed the previous activities. At this stage, entering the self-management technique, the counselor explained what self-management is and explained the steps, and at this stage the counselee filled out a self-monitoring sheet. It was known that SAZPK wrote that he often played with his cellphone in class during lessons which made him bored and caused him to be sleepy in class. At this stage, SAZPK looked comfortable and had begun to express his opinions and pay attention to every instruction given by the counselor, sometimes helping to explain to the PD when he did not understand the assignment given.

On November 17th, the 5th meeting was held, which as usual before carrying out the counselor's activities would ask for news and review the previous activities. At this stage, the counselor explained about the next stage, which was filling out the self-reward sheet. Here, the client was asked to fill out the self-reward sheet. It was found that SAZPK filled out the self-reward sheet, namely not playing with cellphones in class during lessons, and not sleeping in class. In this session, SAZPK looked comfortable paying attention to every instruction given, active in group counseling. At the 6th meeting held on November 20, 2025 before entering the next stage, the counselor reviewed the previous activities and at this stage the counselor explained the self-contract sheet and explained the steps that the counselee must take in the future, and asked the counselee to fill out the self-contract sheet and sign it. The counselor also emphasized the counselee to always apply their new behavior. In this session, SAZPK filled out the sheet provided, namely how to overcome drowsiness and not play with cellphones in class by doing unfinished assignments, studying in class, trying to concentrate during the lesson. In this session, SAZPK actively participated in group counseling, paying attention to every instruction and opinion of their friends. On November 24, 2025, the 7th meeting was held. The counselor shared news and reviewed the previous activities. At this stage, the counselor explained about self-control and evaluated the behavior they wrote on the self-contact sheet. In this session, the SAZPK counselee told about the obstacles that occurred in class when they wanted to focus and when trying to apply their new behavior, namely friends in class often asked them to eat and often fell asleep in the last period, then the solution that was done was to refuse friends who asked to eat nicely, and when they were sleepy, they asked the teacher for permission to wash their face. In this session, SAZPK was active in group counseling.

At the 8th meeting the counselor explained and reviewed the progress of the 1st-final meeting where the SAZPK counselee had a little change in trying to fight his desire not to sleep in class and try not to play with his cellphone during the lesson. During the counseling and treatment session, SAZPK had a change in not playing with his cellphone in class during the lesson, and reprimanded and refused friends' invitations to eat in class during the lesson. The counseling was closed by filling out a reflection sheet and filling out a post-test. SAZPK had a pre-test score of 147 to a post-test with a score of 117 with this SAZPK pre-test and post-test scores having a comparative score of 30. The decrease in the post-test score had a significant decrease because SAZPK had strong motivation and

wanted to be able to focus when learning took place and not want to be sleepy and play with gadgets in order to have good academic grades.

Table 11. Post-test SAZPK.

Initial Student	Pre test Result	Category	Post-test Result	Category	Comparison
SAZPK	147	Medium	117	Low	30

PD Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. PD is a female student in Phase XI class whose pre-test results showed that PD has off-task behavior in the moderate category. The following are the pre-test results of the student with the initials PD, presented in Table 12.

Table 12. Pre-test PD.

Initial Student	Class	Pre test Result	Category
PD	Fase. 11.8	163	Medium

The counselee with the initials PD Konseli is a female student in Phase XII.8. The first counseling meeting held on November 3, 2025, was the initial stage, which aimed to build familiarity between counsees, explain the rules and establish open/closed counseling, and explain the purpose of group counseling. At this stage, PD's child was cheerful, talked a lot and felt comfortable during group counseling. The second counseling session, held on November 7, 2025, was a transitional phase. Before carrying out activities, the counselor checked each client's comfort level and conducted an icebreaker to build a closer relationship. At this stage, the counselor also explained off-task. During this session, the client with PD really enjoyed each session and liked to share what she thought and ask questions about off-task matters. On November 10, 2025, the third counseling meeting was held. Before starting the activity, the counselor asked for news and reviewed the previous activity. At this stage, the counselor had entered the working stage and entered the core stage. The counselor explored the client's problems in detail. The client PD was known to have reported off-task behaviors during class, such as frequently playing with his cell phone in class, eating in class, and falling asleep in class. During this session, PD was very active in participating in group counseling activities and spoke a lot.

At the 4th meeting on November 13, 2025. Before carrying out the same as the previous meeting, the counselor will ask for news and review the previous activity, at this stage the counselor explains that they have entered the self-management technique, the counselor explains what self-management is and explains the steps that the counselee will take in the future, at this stage the counselee is asked to fill out a self-monitoring sheet. It is known that PD wrote on the sheet given about often eating in class when bored during English lessons. At this stage, like the next meeting, PD actively participated in group counseling and focused on doing the assignments given by the counselor. On November 17, 2025, the 5th meeting was held, at this stage the counselor reviewed the previous activities and asked the counselee how they were, in the 5th session the counselor explained what a self-reward sheet was, here the counselee was asked to fill out the self-reward sheet according to the instructions exemplified by the counselor. It was known that when filling out the self-reward sheet, PD was confused about how to fill it out after being explained again and other friends gave examples of PD being known to write on the self-reward sheet, namely not playing with cellphones in class while the teacher is teaching, not sleeping during class hours, not eating in class if he is successful he has many different rewards for each activity carried out. In this session, PD, as usual, was active in group counseling and asked what was not understood with the assigned task.

At the 6th meeting held on November 20, 2025, the counselor explained the self-contract sheet and explained the steps that the counselee must take in the future, and asked the counselee to fill out the self-contract sheet and ask to sign it. The counselor also emphasized to the counselee to always apply their new behavior. In this session, PD was known to write down ways to overcome drowsiness and not play with cellphones in class, namely by washing his face when he felt sleepy, and doing assignments that were in arrears, when hungry in class he would get used to having breakfast at home, and trying to concentrate when the teacher explained. In this session, PD was active in participating in group counseling even though he was a little unwell. On November 24, 2025, the 7th meeting was held, the counselor explained about self-control and explained how to fill out the sheet given by evaluating the behavior they wrote on the self-contact sheet, what obstacles they encountered and how they overcame them. In this session, the PD counselee told and wrote about the obstacles that occurred in class when he wanted to focus and when trying to apply his new behavior he felt sleepy, and had difficulty concentrating in class. His solution when he had difficulty

concentrating was to divert his gaze for a moment outside the class, when he was sleepy he would ask permission to wash his face. In this session, PD looked enthusiastic and active in group counseling.

At the 8th meeting held on November 27, 2025, the counselor explained and reviewed the progress of the 1st-final meeting where the PD counselee had a little change in trying to fight his desire not to sleep in class and trying not to eat in class while the lesson was taking place. During the counseling and treatment session, PD had a change in not playing with his cellphone in class while the lesson was taking place, and reprimanded and refused friends' invitations to eat in class while the lesson was taking place. The counseling was closed by filling out a reflection sheet and filling out a post-test. PD had a pre-test score of 163 to a post-test with a score of 152 with this PD's pre-test and post-test scores having a comparative value (see table 13).

Table 13. Post-test PD.

Initial Student	Pre test Result	Category	Post-test Result	Category	Comparison
PD	163	Medium	161	Medium	2

AA Counselee

On Thursday, October 30, 2025, a pre-test was conducted in Phase XI class of Hang Tuah 1 High School Surabaya. AA is a male student in Phase XI class whose pre-test results showed that AA has off-task behavior in the moderate category. The following are the pre-test results of the student with the initials AA:

Table 14 .Pre-test AA.

Initial Student	Class	Pre test Result	Category
AA	Fase. 11.8	142	Medium

A counselee named AA is a male student in Phase XII.8. The first counseling meeting, held on November 3, 2025, was the initial stage, which aimed to build familiarity between counsees, explain the rules, and determine open/closed counseling. At this stage, AA seemed a little awkward with the others, tending to be silent but providing few opinions during the group counseling. In the second counseling meeting held on November 7, 2025, at this stage the counselor asked for news and reviewed previous activities. This stage is a transitional stage where the counselor asks for each client's comfort and builds a closer relationship and explains off-task. In this session, AA's client was a little quiet and awkward, but gradually AA felt comfortable as marked by AA starting to pay attention to other friends and asking anything that was not understood with the explanation given by the counselor.

On November 10, 2025, the 3rd counseling meeting, like the previous meeting, the counselor will ask for news and review yesterday's activities and at this stage has entered the working stage at this stage has entered the core stage, in this session the counselor explores the client's problems in detail. It is known that client AA has off-task behavior, namely he often leaves class and skips Indonesian language lessons on Fridays. In this session, AA seems to have started to feel comfortable and always pays attention to the stories of all his friends. On November 13, 2025, the fourth meeting was held. In this session, self-management techniques were introduced. The counselor explained self-management and the steps the client would take. At this stage, the client was asked to fill out a self-monitoring sheet. It was discovered from the sheet that AA frequently skipped and left class on Fridays in Indonesian language. During this session, AA was a little quiet but paid attention and focused on group counseling. On November 17, 2025, the 5th meeting, as usual, the counselor asked for news and reviewed previous counseling activities. In this session, the counselor explained the self-reward sheet. Here, the client was asked to fill out the self-reward sheet as previously explained by the counselor. It was known that AA filled out the self-reward sheet that often left class so he had quite a lot of outstanding assignments. When filling out the self-reward sheet, he would complete the assignments on time. In this session, AA was silent and active in group counseling, always paying attention and asking anything he didn't understand.

At the 6th meeting held on November 20, 2025, the counselor explained the self-contract sheet and explained the steps that the counselee must take in the future, and asked the counselee to fill out the self-contract sheet and sign the sheet given. The counselor also emphasized to the counselee to always apply their new behavior. In this session, AA's way of dealing with truancy is by disciplining himself by attending class, listening to the teacher, and doing the assigned tasks on time. In the 6th session, AA was active in group counseling, paying attention and discussing what he would do to form new behavior. At the 7th meeting held on November 24, 2025, the counselor asked for news and

reviewed the previous activities. At this stage, the counselor explained self-control and how to fill out the sheet given to evaluate the behavior they wrote on the self-contact sheet. In this session, AA's counselee told and wrote about the obstacles that occurred in class when he wanted to focus and when trying to apply his new behavior, namely he was sleepy and always opened his cellphone in class. In the 7th session, AA was active in class and discussed the obstacles he experienced when trying to do new behavior in class with friends.

At the 8th meeting held on November 27, 2025, the counselor explained and reviewed the progress of the 1st-final meeting where AA's counselee had progressed in trying to fight his desire not to skip class, and tried not to be in arrears on assignments anymore. Counseling was closed by filling out a reflection sheet and filling out a post-test. AA had a pre-test score of 142 to a post-test with a score of 104 with this AA's pre-test and post-test scores having a comparative score of 38. AA showed gradual progress in reducing off-task behavior thanks to his strong desire to change into a better student, especially by eliminating the habit of running away and avoiding Indonesian lessons (see table 15).

Table 15. Post-test AA.

Initial Student	Pre test Result	Category	Post-test Result	Category	Comparison
AA	142	Medium	104	Low	38

Discussion

There are 6 students who have off-task behavior and during 8 meetings there was a decline between the pre-test and post-test, 1 student experienced a decline from the high category to the medium category, 3 students experienced a decline from the medium category to the low category, and there were also 2 students who had an insignificant decline. Off-task has 4 aspects of off-task motor, off-task verbal, off-task inactivity (Passive), off-task solitary. Students whose off-task behavior decreased due to reinforcement and punishment, which challenged them to complete their tasks, motivating them to reduce their off-task behavior (Bouton & Broome, 2023). In line with Skinner's explanation, he believed that the most significant behavior is operant behavior, and this behavior is controlled by its consequences, which are termed reinforcers or punishers while students who do not have a significant decrease in value are MFA & PD counselors (Cranmore, 2024; Kienzler et al., 2023).

MFA counsees find it difficult to eliminate the habit of sleeping in class during lessons. Sleeping behavior in class falls into the off-task inactivity (Passive) aspect and the factors that influence MFA are when the teacher explains the material, they feel bored which makes MFA sleepy and fall asleep in between lessons in class as explained (Febrianti & Suhaili, 2021). The influencing factors are internal factors that can make students behave off-task where individuals have feelings of boredom and less stable emotions and lack of motivation to learn and their basic needs are not met which makes it difficult for MFA to get out of off-task behavior, in accordance with Abraham Maslow's theory which explains the hierarchy of needs, where learning motivation appears after basic needs are met until self-actualization (Cahyono et al., 2022). In the self-control session, MFA explained that it was difficult not to sleep because the teacher who explained was too monotonous in teaching and there was no firmness in teaching which made MFA feel bored in class.

PD counsees have one of the off-task behaviors that is difficult to eliminate, namely eating in class when the lesson is taking place. This behavior is included in the off-task solitary aspect. This aspect includes one of the activities that is fun with one's own world. Factors that influence the difficulty in bringing up new behavior are lack of self-control as explained by Hall 2018 (Aini, 2024) which states that lack of self-control is one of the main factors causing disruptive behavior of students during learning. This is in line with Bandura's social learning theory which states that one of the factors controlling behavior is self-control. During group counseling at the self-control stage, PD explained that it was difficult to control himself to secretly not eat in class. During the first session of group counseling at the Initial Stage, the students felt awkward and were quiet, only a few children were quite active in group counseling because of the different class members. At the second meeting, the counseling atmosphere had begun to thaw because they had gotten to know the newer members and there was ice breaking as an interactive game as a method to thaw the atmosphere and increase student enthusiasm. Ice breaking is a simple, light and concise game or activity that functions to change the structure, freeze, stiffness, boredom or drowsiness in learning (Yona et al., 2023).

Based on the explanation above, the results of the pre-test and post-test showed a decrease in off-task behavior and 2 results showed a decrease after being given self-management techniques in group counseling services. This decrease was seen from changes in the attitudes of several students who changed both in class and in group

counseling activities at each meeting by using self-management techniques which will make students strengthen their understanding and desire to achieve their desires (Melzer & Herwix, 2024). Therefore, it can be concluded that self-management techniques in group counseling services are effectively used as one of the techniques in group counseling to reduce off-task behavior in high school students.

Conclusions

From the results of the pre-test and post-test that have been given to students who experienced off-task that have been tested with Wilcoxon, the Ranks data results for negative rank have decreased from an average rank of 3.50 and a total rank of 21.00 and a tie value of 0 which means there is no similarity in value between the pre-test and post-test. This means that all samples experienced a decrease in pre-test and post-test results. Based on the results of the Wilcoxon test above, it can be concluded that self-management techniques have reduced students' off-task behavior. This can be seen from the Sig. value (0.027) which is close to 0.05 statistically the hypothesis is accepted because Sig. < 0.05, with negative ranks (N = 6, average rank = 3.50, total rank = 21.00) and a tie = 0 which shows a decrease in all samples without similarities in pre-test and post-test values. Several factors contribute, including the client's lack of self-control in behavioral change and internal factors that complicate the development of desired new behaviors. Therefore, it can be concluded that self-management techniques in group counseling services are effective in reducing deviant behavior in high school students.

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