Self-Management Teaching as an Effort to Overcome Learning Loafing in PAI Lessons at SMKN 3 Palangka Raya

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Abstrak

Self-management teaching sebagai upaya untuk mengatasi fenomena *learning loafing* di kalangan siswa, karena *learning loafing* merujuk pada ketidakmauan siswa untuk terlibat secara aktif dalam proses belajar, yang sering kali disebabkan oleh kurangnya motivasi dan pengelolaan diri yang efektif. Oleh sebab itu tujuan penelitian ini adalah mengetahui cara yang dilakukan guru dalam *self-management teaching* sebagai upaya menanggulngi *learning loafing* pembelajaran PAI. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Subjek penelitian ini adalah guru PAI dan 10 siswa jurusan XI TKKR. Data dikumpulkan melalui observasi, wawancara mendalam dengan guru dan siswa, serta dokumentasi. Hasil penelitian menunjukkan bahwa penerapan *self-management teaching* oleh guru di SMKN 3 Palangka Raya meliputi teknik pengaturan waktu, pengembangan motivasi, dan penciptaan lingkungan belajar yang mendukung. Siswa yang terlibat dalam proses *self-management* menunjukkan peningkatan dalam keterlibatan dan prestasi belajar, serta penurunan perilaku malas belajar. Dari temuan ini, dapat disimpulkan bahwa penerapan *self-management teaching* secara signifikan dapat mengurangi *learning loafing* dan meningkatkan kualitas pembelajaran PAI

Kata kunci: *Learning Loafing*; Pendidikan Agama Islam; *Self-Management Teaching*

Abstract

Self-management teaching as an effort to overcome the phenomenon of learning loafing among students, because learning loafing refers to students' unwillingness to actively engage in the learning process, which is often caused by a lack of motivation and effective self-management. Therefore, the purpose of this study is to find out the ways that teachers do in self-management teaching as an effort to overcome learning loafing in PAI learning. To achieve this goal, this study used a qualitative method with a phenomenological approach. The subjects of this study were PAI teachers and 10 students majoring in XI TKKR. Data were collected through observation, in-depth interviews with teachers and students, and documentation. The results showed that the application of self-management teaching by teachers at SMKN 3 Palangka Raya includes time management techniques, motivation development, and the creation of a supportive learning environment. Students involved in the self-management process showed an increase in learning engagement and achievement, as well as a decrease in lazy learning behavior. From these findings, it can be concluded that the implementation of self-management teaching can significantly reduce learning loafing and improve the quality of PAI learning.

Keyword: Islamic Education; Learning Loafing; Self-Management Teaching

INTRODUCTION

Education is the main foundation for the development of quality human resources. In the context of education in Indonesia, the challenges faced by students, especially at the secondary level, are increasingly complex (Rahmadani et al., 2023). One problem that often arises is the phenomenon of learning loafing (Bella & Ratna, 2019). This is the tendency of students to avoid learning responsibilities, which can negatively impact their academic performance (Sagitarini et al., 2023). This laziness to learn in students cannot be considered a trivial matter because this is a factor that can hinder their success in the future (Utami et al., 2020). Therefore, students need to learn the subject of Islamic Education (Adawiyah, 2019). This Islamic religious education lesson not only teaches about religion or Islamic values, but also learns about how to become a better person, including avoiding laziness (Yuhana, 2019).

A teacher must have a set of abilities, both in terms of attitude and educational and teaching abilities (Surawan & DLT, 2022). The learning process in the classroom is often found to be less enthusiastic (Maylitha et al., 2023). The obstacle of students who are reluctant to learn is not only a complaint from teachers, but also from parents (Yuanita, 2020). The surrounding environment, including family, school, and society, can be one of the factors that contribute to laziness in learning. These three factors have a big impact on the formation of students' personalities (Warif, 2019). Lack of appreciation of the virtues of knowledge is the main cause of lazy learning. Therefore, students need to be serious in gaining knowledge and appreciate its virtues (Akhyar, 2017). Every student is required to be able to behave in a disciplined manner, following the rules and regulations that apply in the school (Syaparuddin & Elihami, 2020).

In learning activities, many students do not care because of their laziness in following the activities given by the teacher. A lazy attitude can be reflected in sleeping while learning, disturbing friends in class, and other inappropriate behaviors. Laziness to learn causes students to be reluctant to learn because they are influenced by negative factors, which have an impact on student achievement and intelligence levels. According to Wahyuningtyas & Setyawati, (2021) Laziness in students in learning is also characterized by the following characteristics: (1) Playing around during class time (2) Not seriously paying attention to the teacher's explanation (3) Low learning achievement (4) Not being able to think critically (5) Often cheating on friends' work (6) Disturbing friends during learning (7) Not wanting to learn something (8) Daydreaming and feeling bored during learning (9) Not completing assignments given by the teacher. Laziness can have an impact on work not being completed on time and

can cause various losses, such as lack of understanding of the material, rejection of tasks, boredom, drowsiness, lack of discipline, lack of diligence, feelings of reluctance, tendency to delay work, and avoiding responsibility. (Syifa et al., 2022). The factors that cause learning loafing in every child are not always the same. Therefore, teachers and parents must pay close attention to what causes children to be lazy to learn so that they can provide appropriate treatment. (Megayanti, 2016).

Teachers can be said to be agents of change (Talib et al., 2024). The good and bad way of teaching teachers will greatly affect the learning achievement of their students (Mustofa et al., 2023). Based on the results of the research conducted Pardomuan Hts, (2017). A teacher sometimes struggles to implement discipline in the classroom, so he spends most of his time thinking about how to discipline his students appropriately (Sidiq & Muslimah, 2024). One approach that can be implemented is self-management teaching, which focuses on developing students' self-management skills. This approach teaches students to manage time, set goals, and motivate themselves in the learning process (Hanaris, 2023). In recent years, self-management teaching strategies have been developed as one of the ways to improve learning discipline and reduce the level of study laziness (Suryaning & Kholisna, 2023). Thus, it is expected that students can overcome learning laziness and improve their independence and academic achievement. By implementing self-management teaching, it is expected that students can be more involved in the learning process, increase motivation, and ultimately reduce learning loafing behavior (Kartika & Arifudin, 2024). Self-management teaching can also improve one's self-control because self-management teaching techniques help a person to be able to regulate one's feelings and actions in behavior, which is the same as the concept of self-control (Miskanik, 2022).

According to Aribowo Prijosaksono & Roy Sembel in Ismail, (2017) explained that in self-management or self-management, it is important to have a purpose and mission in life. Self-management teaching techniques have a very positive influence on students. Students who can manage themselves well will become wise, fair, and self-aware individuals. According to Sokadji in Imran (2020), the benefits of teaching self-management include: (1) Helping students manage their thoughts, feelings, and actions, so that they can develop optimally. (2) Increasing the feeling of freedom from the control of others. (3) By providing students with full control over teaching, they will feel that changes occur due to their efforts, so the results are more durable. (4) Changing unwanted habits so that they are only practiced at certain times or conditions. For example, if someone likes watching Korean dramas, they

should apply the principle: "do the task first, watch it later." This will help increase motivation to complete tasks and avoid lazy study behavior.

There are several studies that show a positive relationship between self-management teaching and increased learning motivation (Mubarok, Hakim & Rofiq 2023; Nuryanti, 2019; Rury & Lukitaningsih, 2016). This approach can help students in regulating their learning behavior, which in turn can reduce learning loafing. However, more in-depth research on the application of self-management teaching in the context of PAI is still limited. This suggests the need for further research to understand how this approach can be effectively implemented in PAI learning. This study differs from previous researchers who emphasized more on external factors that influence learning loafing, such as school environment and parental support. The main focus of this study is to find out how teachers at SMKN 3 Palangka Raya implement self-management teaching as an effort to overcome learning loafing. With this approach, this study aims to provide new insights into the effectiveness of self-management teaching in the context of PAI learning.

Through this research, it is expected to identify the strategies used by teachers in implementing self-management teaching. Thus, the results of this study will not only contribute to the development of better teaching methods but also provide practical recommendations for educators and educational institutions in improving the quality of PAI learning at SMKN 3 Palangka Raya.

METHODS

This type of research uses qualitative research. Qualitative research aims to describe the phenomena that occur in the field in an in-depth and comprehensive manner. In this context, this research will explore the application of self-management teaching in overcoming learning loafing at SMKN 3 Palangka Raya. The subjects in this study were 1 PAI teacher and 10 students majoring in TKKR (Tata Kecantikan Kulit dan Rambut). While the informant in this study is the Head of Curriculum. Data collection techniques include observation, interviews, and documentation. While data validity uses source triangulation analysis, data analysis uses data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSIONS

Self-Management Teaching

Self-management teaching is a strategy used to improve students' ability to manage themselves. The goal of self-management teaching is to increase students' independence in

regulating their behavior, managing their time, and developing their skills (Rosidah & Faizal, 2020). Teachers or educators function as classroom managers who manage the classroom so that the teaching and learning process can take place optimally (Diannita, 2023). teachers focus on the ability to improve student learning and classroom teaching (Meesuk et al., 2020). In simple terms, self-management teaching is the ability to manage various elements within students, such as thoughts, feelings, behavior, and also the surrounding environment (Asbari et al., 2020). Students better understand what is a priority, do not differentiate themselves from others, set goals to be achieved by arranging various ways or steps to achieve what is expected and learn to control themselves to change their thoughts and behavior for the better and more effective (Rohmah, 2023). Students who have good self-management will be able to adjust to various situations and be more careful in their actions.

Based on the observation conducted at SMKN 3 Palangka Raya school on October 17, 2024. In response to this, the Islamic Religious Education (PAI) teacher of SMKN 3 Palangka Raya, usually slips time in the PAI curriculum to discuss values such as self-discipline, responsibility, and motivation in achieving goals. A poor curriculum, such as material that is too difficult, unbalanced distribution of materials, and lack of time discipline at school, can affect the effectiveness of learning. (Khasanah & Suryani, 2016). Furthermore, it is strengthened by interviews with PAI teachers and students of XI TKKR at SMKN 3 Palangka Raya regarding the methods used in self-management teaching in overcoming learning loafing.

Motivation

Motivation is an important factor in the learning process. Motivation is one of the key factors that influence the success of the learning process (Emda, 2018). Motivation is an internal or external drive that directs a person to achieve certain goals, including in the context of learning. PAI teachers also play a role in providing guidance, direction, and motivation to students to study Islamic religious education (Surawan & Fatimah, 2021). In the learning process, motivation can increase students' interest, attention, and effort to understand the material being studied (Harefa et al., 2022). Based on observations in the classroom and to the PAI teacher of SMKN 3 Palangka Raya on October 22, 2024, before entering the lesson the PAI teacher first asked about the condition of the students and the PAI teacher provided motivational reinforcement of the students' initial goals for school and always reminded the students that their parents' services had worked to send them to school, so they had to be serious in learning.

This is reinforced by the results of interviews with PAI teachers of SMKN 3 Palangka Raya about the motivational methods used in self-management teaching as an effort to overcome learning loafing in PAI lessons.

> "I give advice or motivation before the lesson, I usually convey relevant verses of the Qur'an or hadith to build student enthusiasm. In addition, linking the subject matter with everyday life." (Interview with Mrs. AKD on Thursday, October 17, 2024).
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> This was also reinforced by MN, as a student of class XI TKKR. "For now I see the PAI teacher's strategy, such as telling the story of the prophet's story so that we are sometimes motivated from the story told." (Interview with student MN on Tuesday, October 22, 2024).

Based on the results of the data analysis above, student learning motivation is strongly influenced by the environment and encouragement given by the teacher, by providing advice or motivation sourced from verses of the Qur'an or hadis. As well as linking the subject matter with daily life, learning becomes more meaningful to students if the learning context is related to real life. Students feel that learning is very useful in the learning process (Adhi et al., 2022). According to Hamzah B Uno in Arif, (2023) Intrinsic motivation is the drive that comes from within students to learn because they feel that learning activities are meaningful and relevant to their life values. motivation can be an alternative to arouse students' enthusiasm for learning. By providing motivation before learning, it provides energy and directs behavior (Sari, 2015).

> This is in line with TA as a student of class XI TKKR also said "When my friends and I were bored, the PAI teacher did ice breaking, my friends and I were back in the spirit of learning and not bored." (Results of interviews with TA students on Tuesday, October 22, 2024).

Based on the results of the data analysis above, boredom in learning is often caused by the long duration of learning without interludes. Ice breaking serves as a productive pause that can return students' focus to the learning process in a fun way (Amelia et al., 2023). Ice breaking helps to create a more relaxed classroom atmosphere, build positive relationships between teachers and students, and increase learning motivation. According to Sardiman in Janah et al., (2023) stated that a pleasant learning atmosphere encourages students to be more active and involved in the learning process. Teachers who are able to create this kind of atmosphere show their ability to understand students' emotional needs.

Figure 1. Learning Documentation

The results of the data analysis above show that it has proven effective in increasing students' motivation. For example, explaining the story of the prophet and linking it to everyday life so that students are motivated by the story told. Students also feel the positive impact of ice-breaking done by the teacher when they feel bored, which helps them regain their enthusiasm for learning. Teachers need to support students' learning process, this support can be in the form of words of encouragement, giving gifts, or understanding the learning difficulties faced by children (Rizki, Surawan & Ajahari, 2022). Motivation is an internal process that provides energy and behavior becomes directed. The causes of the emergence of motivation in a person's learning are great curiosity, creativity and various desires, such as getting sympathy, correcting failures, the desire to progress, getting a sense of security when mastering knowledge, and the existence of self-reward and punishment as the end of the learning process (Nabila & Supriatna, 2023). Motivation can be given to students both verbally and non-verbally (Nurhayati et al., 2023). For example, by appreciating what students do during learning, even by praising their writing. The purpose of this step is to form good learning attitudes and habits for students who have difficulty concentrating during the learning process (Adinda et al., 2020).

Learning Methods

Teachers are required to have creative and innovative ideas in planning activities and learning materials that will be presented so that the material as well as moral values, can be conveyed well to students (Ridla & Muslimah, 2021). Teachers are always the main focus and play a strategic role in education (Mazrur & Surawan, 2022). Teachers need to know what kind of learning methods are suitable for their students, whether by underlining important sentences, making summaries or small notes, making recordings of material, or by answering questions from questions posted in the book. Other examples include learning styles with audio, visual, or a combination of audio and visual, studying in a quiet atmosphere or needing to be

accompanied by music, studying alone or in groups, studying in the morning or at night (Eliasa, 2011). The teacher is likened to a traveler and guide based on his knowledge and experience who will be responsible for the smoothness, understanding of the learning process in students (Buchari Agustini, 2018).

Based on the results of classroom observations of PAI teachers at SMKN 3 Palangkara Raya on October 22nd 2024, the learning methods used usually alternate, such as group discussions, presentations, or the use of interactive media. The use of learning methods that are not monotonous to avoid students' boredom and laziness. This is reinforced by the results of interviews with PAI teachers of SMKN 3 Palangkara Raya about the learning methods used in self-management teaching as an effort to overcome learning loafing in PAI lessons.

> "I always try to use various learning methods, such as group discussions, presentations, or the use of interactive media to maintain students' interest and also insert entertainment, such as Islamic stories or small quizzes, as a transition in learning." (Interview with Mrs. AKD on Thursday, October 17, 2024).

Based on the results of the data analysis above, using various learning methods, such as group discussions, presentations, and interactive media. This approach shows teachers' understanding of the importance of variety in learning to maintain students' interest and engagement. Variations in learning methods can increase the effectiveness of the learning process because they accommodate students' various learning styles (visual, auditory, and kinesthetic) (Kusmana et al., 2021). The use of interactive media reflects the utilization of technology in education. Interactive media helps increase student engagement and provides a more engaging learning experience (Rahmat, 2015).

> In line with what was said by the head of curriculum of SMKN 3 Palangka Raya, "To avoid boredom and laziness, usually at the beginning they provide motivation or provide inspirational stories, either stories that are conveyed verbally or stories in the form of videos" (Interview with the head of curriculum Mr. TL on Thursday, November 7, 2024).

Based on the results of the data analysis above, inspirational stories, both orally and through videos, are an effective form of storytelling in conveying values or messages that can motivate students. According to Zubaedi (2011), Storytelling can build an emotional connection with students, inspire them, and make learning more meaningful. Media such as videos also enhance the appeal of stories, as they utilize both visual and auditory elements. Sardiman (2012) mentioned that boredom often arises if learning is monotonous. Providing motivation or inspirational stories as an opening creates variations that can overcome student boredom.

> This is in line with CN students as XI TKKR students also said related to learning methods "When learning, I prefer to use learning media such as watching videos

related to theory compared to the teacher only explaining which will cause boredom and laziness." (Results of interviews with CN students on Tuesday, October 22, 2024).

Figure 2. Learning Documentation

Based on the results of these interviews, PAI teachers use learning methods with interactive media that display animated learning videos related to learning theory. To make students not feel bored and lazy to learn, compare to teachers who only explain throughout the lesson.

As for the results of the data analysis above, the variety of learning methods used by PAI teachers of SMKN 3 Palangka Raya, such as group discussions, presentations, and the use of interactive media, greatly helps maintain students' interest. Teachers also insert entertainment, such as Islamic stories or small quizzes, as a transition in learning. Frequently used collaborative learning methods also show good results in increasing student engagement, especially in discussions and problem solving. Teachers can be the cause of children's laziness to learn if their teaching methods are inappropriate, lack mastery of the material, and are difficult for students to understand (Pertiwi & Furnamasari, 2023). So to produce effective learning, teachers play a very important role in managing and managing the learning process in the classroom (Suleha et al., 2021).

Use of Time

Effective use of student time greatly affects the success of learning. Students need to utilize their time in class and outside of class in a balanced, structured, and productive manner. Getting students used to studying at a certain time every day can improve their discipline in utilizing their time. Students often spend time on things that are less relevant to learning, such as playing with gadgets without academic goals or procrastinating on assignments.

Based on the results of interviews with PAI teachers of SMKN 3 Palangka Raya about the use of time in self-management teaching as an effort to overcome learning loafing in PAI lessons.

"I give assignments with specific deadlines to train students in time management. Assignments with limited time are usually given once a week to get students used to being organized." (Interview with Mrs. AKD on Thursday, October 17, 2024).

Based on the results of the data analysis above, giving assignments with deadlines is an effective method to train students to manage their time. Santrock in Tambrin, (2022) explains that time management skills are part of executive abilities that are important for students' cognitive development. By completing tasks on time, students learn to prioritize, break down large tasks into small steps, and take responsibility for the schedules they create. students who are accustomed to completing tasks with deadlines develop independence and responsibility (Wardani, 2023). These skills not only support successful learning, but also form the basis of character development (Azhar & Wahyudi, 2024).

In line with what was said by student XI TKKR SMKN 3 Palangka Raya "I do the assignments given by the teacher according to the deadline given, but if there are many assignments given in one week, it will make me feel difficult to do it." (Interview result with student A on Tuesday, October 22, 2024).

Based on the interview results, by managing time, tasks are completed on time so that students can maximize productivity in learning, and help students focus on more urgent and relevant tasks, so that learning outcomes are more optimal. Good time management prevents students from procrastinating, which is often a cause of stress when deadlines approach.

As for the results of the data analysis above, this strategy helps students to be disciplined and manage time well. Students admit that they often procrastinate on difficult assignments. Students usually set the wrong study time, which they pay little attention to. Students should be good at determining the time, whether it's time to study, play, go to school, or sleep. (Haryani et al., 2021). The use of time has an impact on self-management, because when students have difficulty managing time, it will also be difficult to prioritize the tasks that must be completed immediately (Hasanah, 2017). In other words, the student does not linger too long to plan when to do the work so that he will have plenty of time that can be used to complete the task. When someone pays attention to time, they will set priorities and divide them according to their respective portions. In addition, managing time will minimize the waste of time in vain, so that all tasks will be completed in an organized and timely manner (Sabri, 2012).

Physical and Social Environment

Students' ability to manage the physical and social environment to meet their learning needs. Managing the physical environment, such as a quiet place to study, while managing the social environment, such as the ability to study individually or in groups, and knowing when to

seek help from others or non-social sources such as books, journals, and so on (Nurani, Yakub & Erlizon, 2016).

Based on the results of interviews with PAI teachers of SMKN 3 Palangka Raya about the physical and social environment used in self-management teaching to overcome learning loafing in PAI lessons.

> "In general, my students are quite good at getting along. However, if there is a conflict, I try to be a mediator to resolve the problem. And the availability and quality of facilities at school are good enough to create a calm learning environment." (Interview with Mrs. AKD on Thursday, October 17, 2024).

Based on the results of the data analysis above, according to Djamarah and Zain in Nurastanti et al., (2019) the role of the teacher as a mediator is part of the teacher's social function, which is to create a harmonious classroom environment to support learning. a sense of security and comfort is a prerequisite for students to be able to learn effectively (Devianti & Sari, 2020). Adequate school facilities, such as comfortable classrooms, learning aids, and a conducive physical environment, allow students to focus on learning.

> In addition, XI TKKR students of SMKN 3 Palangka Raya also said related to the physical and social environment "Friends can sometimes affect the learning environment too, because sometimes my focus is easily distracted when my friends talk to me." (Interview result with student C on Tuesday, October 22, 2024).

Based on the results of these interviews, managing an environment that is neat, comfortable, and free from distractions such as noise and complete facilities helps students focus more during the learning process. Managing the social environment also means staying away from friends or situations that distract from learning, such as unproductive socializing.

As for the results of the data analysis above, the condition of SMKN 3 Palangka Raya students in getting along is generally good, and the teacher acts as a mediator in resolving conflicts. The availability and quality of facilities at the school are also quite good, although there is room for improvement, especially educational technology. A positive learning environment can affect students' productivity in learning PAI. Students stated that their friends and learning environment can affect their laziness or productivity. a calm and comfortable environment will help children to focus more on learning (Hidayah, 2023).

Performance

Concerning students' performance, it can act as a mentor by reapplying what has been learned and evaluating it to achieve the desired performance standards (Indrastuti, 2020). In addition, applying this technique involves several basic components, such as identifying and

monitoring the behavior to be achieved, selecting the method to be used to achieve the behavior, carrying out the method, and evaluating the effectiveness of the method that has been applied.

Based on the results of interviews with PAI teachers of SMKN 3 Palangka Raya about the performance used in self-management teaching as an effort to overcome learning loafing in PAI lessons.

> "I assess the final results of students' work that has been learned and evaluate it to achieve the desired performance standards during the learning process by using Affective and cognitive domain assessment indicators include students' behavior in worship, attitude towards friends, and their responsibility. For the cognitive domain, assessment is done through assignments, exams and discussions. Psychomotor assessment is also considered when they perform the ability to practice worship or other practices." (Interview with Mrs. AKD on Thursday, October 17, 2024).

Based on the results of these interviews, teachers assess the performance of the methods used and evaluate the effectiveness of the methods that have been applied. Optimal performance helps students achieve better learning outcomes through a deeper understanding of the material.

As for the results of the data analysis above, the teacher assesses the final results of student work during the learning process. Teachers use assessment indicators based on affective, cognitive, and psychomotor domains. Students also have the potential to act as mentors for themselves by identifying, monitoring, and evaluating the behavior and learning outcomes that have been achieved. Education requires assessment that is integrated into every aspect of learning (Kusainun, 2020). Teachers who assess students' behavior based on their attitude towards friends and responsibility help create a generation that is not only intellectually smart but also emotionally and socially mature (Armini, 2024).

From the results of the data research above, that the application of self-management teaching at SMKN 3 Palangka Raya can help students organize their study time and increase their engagement in lessons. Students who apply self-management techniques show increased motivation and decreased learning loafing behavior. In conducting self-management teaching to overcome students' learning laziness, PAI teachers make learning innovations in the classroom, especially to avoid boredom and laziness, usually PAI teachers at the beginning provide motivation or provide inspirational stories, be it stories delivered orally or stories in the form of videos or spectacles. Through a structured and planned learning system, it is not impossible to form self-management in students (Monalisa, Surawan & Hamidah, 2020).

Based on the results of an interview with the Head of Curriculum of SMKN 3 Palangka Raya.

"I always encourage other teachers to provide fun and meaningful learning activities, but the challenge is that not all teachers understand the importance of self-management teaching." (Interview with the head of curriculum, Mr. TL, on Thursday, November 7, 2024).

Based on the data analysis above, the PAI teacher of SMKN 3 Palangka Raya applies self-management teaching to teach students how to manage emotions, how children are responsible for the decisions made, and how children have a big influence on their learning outcomes. The importance of building students' awareness that self-management teaching also focuses on building students' awareness that students are the most responsible for their success.

Based on the results of this study that the implementation of self-management teaching is not only related to reducing lazy learning behavior but also contributes to increasing student engagement and achievement, in this study self-management teaching is a key factor in influencing student motivation in addition this study offers a new perspective in Islamic education by emphasizing the importance of self-management in the context of learning which is often considered classic and less interactive this study is in line with previous findings but also seeks to offer a new approach in Islamic education learning thus this friend not only supports existing theories about learning motivation but also enriches educational literature that provides practical reinforcement for teachers to pay more attention to aspects of self-management in their learning.

CONCLUSION

Based on the research results on the application of self-management teaching to overcome learning loafing at SMKN 3 Palangka Raya, it can be concluded that self-management teaching has a significant role in increasing students' learning motivation. The application of this method helps students to better organize themselves in the learning process, thus reducing the laziness of learning that often occurs. This research shows that by involving students in managing their learning process, such as setting learning goals and organizing time, students become more responsible and motivated to learn. In addition, support from teachers in implementing self-management teaching is also very important, as teachers act as facilitators who guide students in developing self-management skills.

The importance of training for teachers in implementing self-management teaching in the classroom. Schools need to provide professional development programs that focus on teaching strategies that support the development of students' self-management skills. In

addition, schools conduct periodic evaluations of the implementation of this method to ensure its effectiveness in overcoming.

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