



Reconstructing Study Habits Through Adlerian Family Counseling: Application for Electrical Power Installation Engineering Students at SMKN 2 Surabaya

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Articles Information

Abstrak

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Penelitian ini bertujuan untuk mengevaluasi efektivitas konseling keluarga berbasis pendekatan Adlerian dalam mengurangi kebiasaan buruk belajar siswa kelas XI TITL SMKN 2 Surabaya. Metode yang digunakan adalah pre-eksperimental dengan desain one-group pretest-posttest. Lima siswa dengan kebiasaan belajar buruk tinggi dipilih sebagai subjek penelitian. Hasil menunjukkan bahwa nilai rata-rata kebiasaan buruk belajar menurun dari 115,2 pada pretest menjadi 88,6 pada posttest, dengan perbedaan signifikan ($q = 0,031$). Intervensi meliputi pembangunan hubungan kolaboratif, eksplorasi dan analisis masalah, pengembangan wawasan, serta reorientasi perubahan. Konseling keluarga berbasis Adlerian terbukti efektif dalam meningkatkan motivasi, disiplin, dan manajemen waktu siswa melalui keterlibatan aktif orang tua. Penelitian ini menyimpulkan bahwa pendekatan ini memberikan dampak positif dalam merekonstruksi kebiasaan belajar siswa, memperkuat hubungan keluarga, dan menciptakan lingkungan belajar yang lebih kondusif. Model ini direkomendasikan untuk diterapkan sebagai strategi intervensi dalam mendukung pendidikan holistik berbasis keluarga.

Abstract

This study aims to evaluate the effectiveness of Adlerian-based family counseling in reducing poor study habits among 11th-grade Electrical Power Installation Engineering students at SMKN 2 Surabaya. The method used was a pre-experimental design with a one-group pretest-posttest approach. Five students with high levels of poor study habits were selected as research subjects. The results showed that the average score of poor study habits decreased from 115.2 in the pretest to 88.6 in the posttest, with a significant difference ($q=0.031$). The intervention included building collaborative relationships, problem exploration and analysis, insight development, and reorientation for change. Adlerian-based family counseling was proven effective in enhancing students' motivation, discipline, and time management through active parental involvement. This study concludes that this approach has a positive impact on reconstructing students' study habits, strengthening family relationships, and creating a more conducive learning environment. The model is recommended as an intervention strategy to support holistic family-based education.



INTRODUCTION

Learning is a primary process in the transfer of knowledge, aimed at helping students achieve positive behavioral changes. This activity involves active interaction between students and their learning environment, both through direct experiences and activities designed to develop their abilities. In alignment with Slameto (2003), learning is described as an effort to achieve behavioral changes to meet life needs. The learning process is not solely focused on academic achievement but also on the development of attitudes, skills, and behaviors that support life necessities. Through learning, students are expected to adapt to various situations and challenges, enabling them to become more competent, independent individuals prepared to face the dynamics of everyday life. This is also emphasized by Ahmadi & Supriyono (2013), who state that learning is an effort to achieve comprehensive behavioral changes as a result of experiences or interactions with the environment. Behavioral changes are not considered learning outcomes if they are only temporary. Based on the aforementioned literature, it can be concluded that learning is a process of knowledge transfer undertaken by individuals as an effort to achieve behavioral changes, which can be referred to as learning outcomes. These outcomes must function sustainably, ensuring continuous positive improvements over previous changes. Furthermore, several factors influence the learning process. These factors are categorized into two domains: internal and external. One learning issue categorized as an internal factor is study habits. To achieve good learning outcomes, students must implement effective study habits. According to the Kamus Besar Bahasa Indonesia (2016), habits can be defined as response patterns to certain situations that are learned and repeated consistently. Gie (1995) explains that study habits are behaviors consistently or routinely displayed as part of the effort to engage in learning. According to Djaali, as cited in Albarado et al. (2020), study habits are processes ingrained in students during learning through various habituation practices such as reading books, completing assignments, and exercising self-control in carrying out activities. Febriani et al. (2019) add that in the learning process, some students achieve good or high learning outcomes, while others achieve lower results. Students with high learning outcomes can be considered successful in the educational process, whereas students with low outcomes may be considered unsuccessful in achieving their educational goals. Based on the explanation above, it can be concluded that study habits significantly influence the success level of student achievement. Students with good study habits are more likely to achieve positive learning outcomes, while those with poor study habits are more likely to achieve less satisfactory outcomes.

The challenges often faced by students today are rooted in poor habits. It can be said that students with learning difficulties encounter barriers in achieving their academic outcomes, resulting in performance that falls short of expectations. This aligns with the statement by Ross (1974) that “A learning difficulty represents a discrepancy between a child’s estimated academic potential and his actual level of academic performance.” Additionally, preliminary research conducted on Friday, October 2, 2024, involved interviews with counseling teachers at SMKN 2 Surabaya. It was reported that around 20% of students frequently did not pay attention in class, misused their phones during lessons, arrived late to class, and neglected their homework. These habits have severely impacted both their academic and non-academic

achievements. Based on these issues, it can be concluded that students at SMKN 2 Surabaya experience learning difficulties. These various problems reflect that poor habits among students persist. Supervisory efforts have been implemented through individual counseling sessions, yet the outcomes remain unsatisfactory. The counseling process is rarely integrated with family dynamics. Both family and school play a significant role in shaping behavior. Each has its own responsibilities in the educational process of a child. According to Hatimah (2016), fostering quality education requires a relational responsibility between family, school, and society. The family serves as the first educational institution for children, while schools are tasked with supporting families to make education more effective. Similarly, Wahid et al. (2020) emphasize that the family is the primary educator of children in a natural and intrinsic capacity. Parents have the main role of nurturing, protecting, and guiding their children towards healthy development. Consequently, children require reciprocal support from their parents. Meanwhile, schools play a role in developing the potential inherent in each child.

Referring to the explanation above, the problems faced by students require the role of Guidance and Counseling teachers as counselors to bridge the gap between students and their families. Diagnosing students' poor study habits can be examined from both the school and family perspectives, as both play significant roles in shaping the students' conditions. This includes addressing the issues of poor study habits among students. The implementation of family counseling in this research aims to help reduce the poor study habits experienced by students. This statement aligns with Hetherington's explanation in Laela (2017), which emphasizes that the processes within family life have a dominant impact on children, such as life satisfaction and the behavior of family members. These family dynamics specifically include the parent-child relationship, control actions in parenting processes, and parental supervision of children. According to Golden and Sherwood in Laela (2017), family counseling is a counseling method focused on family issues to help provide solutions to the personal problems of the counselee. In family counseling, the issues that arise are personal; however, counselors consider that these problems are not only caused by the counselee but can also stem from the family system of the counselee. Thus, the family plays a role in solving the counselee's problems. In line with this view, Willis in Syarqowi (2017) explained that family counseling in the field of education is conducted by counselors, focusing on understanding the family's dynamics in education. Its application tends to involve various approaches during the counseling process to address the problems faced by the counselee.

Referring to these various perspectives, family counseling is a psychotherapeutic approach that utilizes the family as the subject. Through this approach, it is expected that problems arising from the family system itself can be resolved. In this study, the counseling intervention employed the Adlerian approach, which focuses on addressing poor study habits faced by students, while the family plays a supportive role in resolving these issues. Adlerian counseling, developed by Alfred Adler, emphasizes understanding individuals within their social and cultural contexts, focusing on their motivations and interpersonal relationships to facilitate personal growth and problem-solving (Habsy et al., 2024). This approach posits that mental health is closely linked to social interest, serving as a measure of well-being (Habsy et al., 2024).

Key techniques in Adlerian counseling include interpretation, dream analysis, and free association, with a structured process involving building relationships, exploring individual psychology, and fostering self-understanding (Habsy et al., 2024). Overall, Adlerian counseling integrates philosophical insights about human agency and lifestyle, making it a versatile framework for addressing various psychological challenges.

Adlerian counseling has demonstrated its effectiveness in educational contexts, particularly in improving study habits and students' self-efficacy. This approach focuses on interpersonal relationships, motivation, and understanding individuals within their social context, creating an environment conducive to personal growth. A study at Waleo State Middle School showed that Adlerian group counseling significantly enhanced students' self-efficacy (Sundah, 2019). This research highlights the importance of structure in Adlerian counseling, involving planning, implementation, observation, and reflection. Such structure enables counselors to provide interventions tailored to the individual needs of students, thereby supporting the development of better study habits. Research by Ardi et al. (2019) emphasizes that the structured approach of Adlerian counseling is effective in helping students optimize their potential. By fostering a supportive environment and building strong interpersonal relationships, Adlerian counseling can enhance students' awareness of their abilities, encouraging more organized study habits. Meany-Walen & Kottman (2019) explored Adlerian-based group play therapy in educational settings. They found this therapy effective in addressing the needs of many students simultaneously. By creating an interactive and inclusive space, Adlerian play therapy helps students collectively overcome learning challenges, thereby improving self-efficacy and study habits. These studies demonstrate that Adlerian counseling makes a significant contribution to the development of students' study habits and self-efficacy. A planned structure and a supportive environment are the keys to the success of this approach. Adlerian counseling enables flexible, relevant, and targeted interventions tailored to the individual needs of students in educational contexts.

The Adlerian counseling process is designed to help clients achieve personal growth, self-understanding, and healthier relationships. This process reflects a systematic therapeutic structure that focuses on collaboration between the counselor and the client. In the initial stage, the focus is on building a collaborative relationship. The counselor and client work together to create a therapeutic connection based on mutual trust. This collaboration aims to establish a safe and supportive environment where the client feels accepted and encouraged to share their challenges. The second stage involves exploration and analysis. The counselor begins to uncover information about the client's life, including childhood experiences, family dynamics, and thought patterns underlying their current behavior. This analysis seeks to identify thinking habits or lifestyles that may no longer be adaptive for the client. The third stage focuses on developing insight. At this stage, the counselor helps the client gain a deep understanding of how past experiences and specific beliefs influence their current challenges. While the counselor provides interpretations, the decision to accept or reject these interpretations ultimately rests with the client. Finally, the fourth stage is reorientation and change. The counselor assists the client in developing new, more

effective strategies to address life's challenges. This stage involves planning concrete steps the client can implement to create positive changes in their life (Aprilyaningtiyas, 2023; Hopper, 2019).

To understand students' study habits, a comprehensive evaluation of family dynamics and the factors influencing their interactions is necessary. This allows the implementation of appropriate strategies to foster effective study habits. This study, titled "Reconstructing Study Habits Through Adlerian Family Counseling: Application for Electrical Power Installation Engineering Students at SMKN 2 Surabaya" integrates this counseling model within the educational context of SMKN 2 Surabaya. The research aims to uncover the underlying factors that shape students' study habits. This discipline requires not only technical proficiency but also strong problem-solving skills and adaptability, qualities that can be nurtured through effective family involvement. Additionally, the study seeks to bridge the gap between theoretical knowledge and practical application, offering insights into how family counseling can reconstruct and enhance study habits. Through a comprehensive analysis of students' experiences and the application of the Adlerian model, this research aspires to contribute valuable knowledge to the field of educational psychology and vocational training.

METHOD

Based on the research problems outlined, this study is categorized as quantitative research using a pre-experimental method with a one-group pretest-posttest design. In line with the selected research design, this study was structured for a single experimental group without a comparison group. According to Emzir (2013), pre-experimental research is a type of experimental study that does not involve a control or comparison group. The research design is as follows:

Table 1. Pre-Experimental Research Design

Pretest	Intervention	Posttest
A ₁	X	A ₂

Explanation:

A₁ = Pretest Scores

X = Intervention or Treatment

A₂ = Posttest Scores

The purpose of this research design is to determine the effects of an intervention or treatment using data collection tools such as assessment questionnaires and observations. Data collection was conducted twice: during the pretest and posttest stages. The pretest measurement assessed poor study habits, followed by a 30-day or one-month period during which the counselor implemented family counseling using the Adlerian counseling approach. The counseling approach included, a) Building Collaborative Relationships, b) Exploration and Analysis, c) Insight Development, d) Reorientation and Change. After the intervention or treatment, the next step was to conduct another measurement (posttest) using the same assessment questionnaire.

RESULT AND DISCUSSION

Pre-test Results

The research subjects for this study were 10th-grade students from the TTTL (Electrical Power Installation Techniques) program at SMKN 2 Surabaya. The selected subjects were students exhibiting poor study habits. During the pre-test phase, the researchers conducted an initial assessment on 25 students from the 11th grade of the TTTL program at SMKN 2 Surabaya, using a pre-designed questionnaire to measure study habits. The pre-test was conducted to evaluate the levels of these habits before the application of family counseling and to identify subjects aligning with the predetermined characteristics for research inclusion. The measurement results were categorized into three (3) levels: high, medium, and low. The categorization was based on the calculation of mean and standard deviation, as shown below:

Table 2. Assessment Categories

Category	Score Range
High	112.92 and above
Medium	92.22 – 112.92
Low	92.22 and below

Based on the above categorization guidelines, five (5) students were identified as having highly poor study habits. These five students were selected as the research subjects.

Table 3. Pre-test Data of Students with Highly Poor Study Habits

No.	Nama	Nilai	Kategori
1.	AN	114	Tinggi
2.	AB	114	Tinggi
3.	ED	115	Tinggi
4.	FS	118	Tinggi
5.	NS	115	Tinggi
Rerata		115,2	

Posttest Results

The analytical technique applied in this study utilized a non-parametric analysis method with a sign test. This technique was employed to analyze the differences in students' poor study habits based on the series of tests conducted during the pretest and posttest phases. The results of the pretest and posttest analyses are presented below:

Table 4. Comparison of Pretest and Posttest Results

No.	Name	Pretest (A1)	Posttest (A2)	Direction of Difference	Sign	Note
1.	AN	114	82	$A_1 < A_2$	—	Menurun
2.	AB	114	85	$A_1 < A_2$	—	Menurun
3.	ED	115	100	$A_1 < A_2$	—	Menurun
4.	FS	118	86	$A_1 < A_2$	—	Menurun
5.	NS	115	90	$A_1 < A_2$	—	Menurun
Average		115,2	88,6			

Based on the data above, all five subjects displayed positive signs (+), with a lower frequency count of zero. Referring to the binomial test table with $N = 5$ and $x = 0$ (z), the resulting p -value was 0.031. Given a significance level (α) of 5% or 0.05, it can be concluded that p is lower than α ($0.031 < 0.05$). Based on these results, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These findings indicate a significant difference between the pretest and posttest scores of students' poor study habits after the implementation of family counseling interventions. The average score in the pretest phase was 115.2, while in the posttest phase, it decreased to 88.6, resulting in a difference of 26.6 points. This suggests that the family counseling activities effectively reduced the poor study habits of Grade XI students at SMKN 2 Surabaya. The table data also demonstrates that each subject exhibited notable differences between their pretest and posttest scores. The pretest scores, recorded before family counseling intervention, were generally higher than the posttest scores obtained after the intervention. Each student experienced a reduction in poor study habits. Hence, it can be concluded that family counseling significantly influenced the reduction of poor study habits among Grade XI TTTL students at SMKN 2 Surabaya.

Individual Analysis

Subject AA

Initial Condition

Student AA exhibited poor study habits, characterized by frequently neglecting daily assignments and only studying when exams were approaching. In initial interviews, it was found that AA received minimal attention and support from their family. The parents tended to take a passive role in their child's education, believing that the responsibility for education lay entirely with the school. This situation left AA feeling unmotivated to study consistently.

Building Collaborative Relationships

In the initial stage, the counselor met with the student and their parents to explain the goals of the counseling sessions, specifically to improve the student's study habits through family collaboration. The counselor created a comfortable atmosphere by listening to the concerns and perspectives of both the parents and the student. This collaborative effort involved encouraging AA's parents to understand their crucial role in supporting their child's study habits at home. The counselor used an empathetic approach to identify key issues within the family relationship and the student's attitude toward studying. The collaborative relationship was successfully built through relaxed yet focused dialogue, making both the student and parents feel heard and valued.

Exploration and Analysis

The counselor identified the root causes of AA's poor study habits through in-depth discussions and interviews. Key findings revealed that AA felt unmotivated to study due to a lack of encouragement and

support from their parents. This issue was further confirmed by AA's parents, who admitted to being less involved because they were unsure of how to support their child's learning process. The student also reported feeling insecure about completing school assignments.

Insight Development

The counselor educated both the student and their parents on the importance of family support in fostering good study habits. Efforts included providing examples of other students who had improved their academic performance with family assistance. The counselor also motivated the student to build confidence in tackling school assignments. On the other hand, the counselor gave parents simple strategies to support their child, such as monitoring study schedules, providing positive reinforcement, and creating a comfortable learning environment. This stage also involved group discussions to share experiences on how parents can help their children learn effectively.

Reorientation and Change

As a final step, the counselor helped the student and their parents design a realistic and structured study schedule. The schedule included studying for 30 minutes each night with specific tasks, such as completing homework or reviewing study materials. Parents were asked to monitor the implementation of this schedule and provide praise or appreciation when the student adhered to it. The counselor also guided the parents to give special attention to the student's small achievements to boost confidence and motivation.

After a series of counseling interventions, observations were conducted to assess the changes in the student. AA began completing tasks regularly and adhering to the agreed-upon study schedule. Parents became more involved in AA's learning process, such as accompanying the student during study sessions and praising their efforts. AA showed higher motivation in tackling school tasks and began showing interest in subjects that were previously perceived as difficult. From the description above, it can be concluded that family counseling intervention using the Adlerian approach successfully improved AA's study habits. Emotional and practical support from the family was a key factor in changing the student's study pattern. This program demonstrated that family involvement in the educational process not only enhanced study discipline but also strengthened the relationship between the student and parents. This conclusion is further supported by the post-test results, which showed a decrease in the student's poor study habits score to 82, 32 points lower than the pre-test score of 114.

Subject AB

Initial Condition

Student AB exhibited excessive gaming habits, often neglecting school assignments. In the initial interview, AB admitted to preferring gaming over studying because school lessons were deemed uninteresting. The student's parents allowed full freedom without supervision, assuming the child was mature enough to

manage their time independently. As a result, AB lacked a structured study schedule and often submitted school assignments late.

Building Collaborative Relationships

The counselor began the sessions by creating a relaxed and warm atmosphere to ease tension for both the student and parents. This was achieved by introducing themselves, explaining the session's objectives, and encouraging open participation without fear or pressure. The counselor emphasized the importance of synergy between the student, family, and counselor to improve study habits. During this stage, the counselor provided insights that the family is the primary environment significantly influencing a student's learning habits, while students must feel supported to grow. After explaining the importance of cooperation, the counselor helped parents understand their deeper role in supporting their child's learning process. It was conveyed that education is not solely the school's responsibility but involves the family as the primary support system. The counselor also highlighted that while granting freedom is essential, unrestricted freedom could foster unhealthy habits. Parents were advised to set clear boundaries and provide consistent guidance. Trust was established through open discussions, where the counselor showed empathy toward challenges faced by both the student and parents. This approach created a comfortable and open discussion atmosphere. AB felt supported as their feelings were acknowledged, while the parents began to realize their crucial role in supporting their child's study habits. Trust among the student, parents, and counselor became the foundation for subsequent steps to improve the student's learning habits.

Exploration and Analysis

In this phase, the counselor identified factors contributing to AB's excessive gaming habits. A lack of parental supervision was identified as a primary factor influencing the student's study habits. Parents often assumed that their child could manage independently without strict oversight, compounded by their work commitments, further reducing their involvement in daily activities. This situation allowed unproductive habits, such as neglecting academic responsibilities, to develop. Additionally, AB's lack of interest in specific subjects significantly contributed to low study motivation. Certain subjects were perceived as boring and difficult, causing frustration and leading the student to seek more enjoyable activities, such as gaming, as an escape from academic pressure. The inability to find interest in studying distanced the student from achieving optimal learning outcomes. The imbalance between study and leisure activities was also a significant problem. Without a structured schedule, the student tended to prioritize instant gratification activities, like gaming, over studying. This lack of effective time management ultimately affected overall academic performance. In summary, the lack of supervision, minimal interest in lessons, and imbalance between study and entertainment created an environment that hindered the development of good study habits. A holistic approach, including active parental involvement, motivational support, and clear schedule formation, was necessary to address these challenges effectively.

Insight Development

The counselor provided insights to both AB and their parents to understand the impact of poor habits and explore potential solutions. For the Student, The counselor taught simple time management techniques, such as allocating time for studying and gaming. The student was taught that gaming could serve as a reward after completing assignments. For the Parents, Parents were given tips to increase their child's study motivation, such as offering small rewards when the child completed school tasks or adhered to a study schedule. Discussions included the long-term impacts of poor study habits on academic performance and future opportunities.

Reorientation and Change

The counselor facilitated the creation of a written agreement between AB and their parents regarding the allocation of time for gaming and studying. Agreements included limiting gaming to a maximum of 2 hours per day and studying for at least 1 hour daily. The study schedule prioritized challenging subjects to ensure the student focused on materials requiring more attention. Parents were tasked with monitoring the agreement's implementation and providing simple rewards, such as the student's favorite food, if they successfully adhered to the schedule.

After the counseling interventions, positive changes were observed in AB, AB began showing interest in completing school assignments. The applied time management practices made AB feel more organized. Gaming time decreased significantly, adhering to the agreed schedule. Parents actively monitored their child's study schedule and activities, offering encouragement and appreciation for their efforts. Monthly reports indicated that AB showed improvements in daily tasks and participation in classes, especially in subjects previously perceived as challenging. Adlerian-based family counseling effectively helped AB overcome excessive gaming habits. Parental support, through supervision and appreciation, was a key factor in the program's success. Moreover, realistic time management practices helped AB achieve a balance between studying and gaming. As a result, AB began to exhibit more disciplined and focused study patterns. Posttest results indicated a 29-point reduction in poor habit scores, decreasing from 114 (pretest) to 85.

Subject ED

Initial Condition

Student ED exhibited an unstructured study pattern, often studying late into the night without clear strategies. This habit led to physical exhaustion and a loss of focus during classroom learning. Initial discussions revealed that the pressure to study late stemmed from parents' insistence on achieving high academic grades, without considering the importance of rest. The student felt stressed by the need to meet parental expectations but lacked effective study methods.

Building Collaborative Relationships

The counselor began by fostering mutual trust through open discussions involving the student, parents, and counselor. The counselor listened to the student's complaints about exhaustion caused by

excessive studying without clear time management. Parents began to realize that their high expectations had imposed emotional stress on the child. The counselor helped parents understand that a balance between studying and resting is essential for the child's productivity. A collaborative relationship was successfully established by emphasizing that the primary goal was the overall well-being and success of the student, not merely academic achievements.

Exploration and Analysis

The counselor conducted an in-depth analysis of the student's study patterns and identified several key findings. The student studied without clear strategies or objectives, often spending hours on a single subject without focus. There was no structured study schedule, leading the student to engage in "marathon" studying with the belief that longer study hours equate to better comprehension. Parents added emotional pressure by constantly reminding the child to study harder, disregarding the need for rest.

Insight Development

The counselor provided education to both the student and parents about the importance of time management and balancing study with rest. For the student, the counselor explained that studying in intervals with short breaks enhances retention and concentration. For the parents, the counselor highlighted their role in supporting the child through healthy motivation rather than excessive pressure. The counselor emphasized that adequate rest enables better academic and emotional performance. Discussions also included the importance of creating a conducive learning environment, free from distractions such as television or unnecessary gadgets.

Reorientation and Change

The counselor helped the student and parents devise a more realistic and structured study plan. The student was asked to study in 30-minute intervals with 10-minute breaks between sessions. Difficult subjects were prioritized early in the session when the student's energy and concentration were at their peak. Parents were asked to ensure the student adhered to a regular sleep schedule (at least 8 hours per night) and avoided strenuous activities before bedtime. Parents were instructed to assist the child in creating a study schedule and provide emotional support when the child encountered difficulties.

Following the implementation of the counseling intervention, positive changes were observed in student ED. The student demonstrated improved focus during lessons, attributed to a better sleep pattern, resulting in more alertness in the morning. With a structured schedule, the student completed tasks more efficiently and effectively, without experiencing excessive fatigue. Parents acknowledged the importance of rest and stopped pressuring the student to overstudy. They began providing healthy encouragement without emotional stress. The student felt more confident due to better time management, avoiding feelings of being overwhelmed or stressed by schoolwork. The family counseling approach based on Adlerian principles successfully helped student ED reconstruct their study habits. By implementing realistic time management and balanced family support, student ED not only improved classroom concentration but

also reduced fatigue caused by unstructured studying. Parental involvement in supporting a healthy study schedule was a key factor in the success of this intervention. In the posttest phase, the student's poor study habits score decreased to 100, 15 points lower than the pretest score of 115.

Subject FS

Initial Condition

Student FS demonstrated significant issues with learning motivation, often skipping group assignments and being reluctant to participate in collaborative learning activities with peers. During interviews, the student revealed feelings of neglect from their parents, who were often too busy with work to interact or provide support for the child's educational activities. This lack of attention left the student feeling unmotivated to study, both individually and in group settings.

Building Collaborative Relationships

The counselor began the session by creating a comfortable and flexible atmosphere for both the student and the parents. For the student, the counselor listened to their complaints regarding feelings of neglect from their family. The student felt appreciated as they were given the opportunity to express their thoughts. For the parents, the counselor requested their presence during counseling sessions, even virtually, if attending in person was not possible. Relaxed discussions were conducted to help parents understand the importance of their role in the child's academic development. Trust began to build as parents realized that even small involvement could have a significant impact on the student's motivation to learn.

Exploration and Analysis

The counselor delved deeper into the root causes of the student's low learning motivation. The analysis revealed that the parents were often too preoccupied with work to spend time discussing academic matters with their child. The student felt neglected and did not receive acknowledgment for small efforts made at school, which led to a lack of motivation to achieve. This lack of familial attention resulted in the student feeling they lacked adequate emotional support.

Insight Development

At this stage, the counselor provided insight to both the student and the parents to help them understand the crucial role of family in supporting the learning process. The counselor emphasized that emotional support from parents, such as appreciating the child's efforts, could boost the child's confidence and motivation to learn. Simple examples were shared with parents, such as how daily interactions like asking about school activities could make the child feel noticed. For the student, the counselor shared inspirational stories of other students who improved their academic performance with family support, even in small ways. The student was motivated to understand that small efforts in learning could have a substantial impact on their future.

Reorientation and Change

As a final step, the counselor assisted both the parents and the student in creating simple but effective change plans. Parents were encouraged to dedicate at least one hour each day to talk with their child about school activities and discuss study materials. Parents were also guided to provide simple rewards, such as verbal praise or small gifts, for the child's efforts in completing schoolwork. The student, on the other hand, was encouraged to be more active in participating in group assignments under the guidance of teachers or peers.

After implementing the counseling program, significant improvements were observed in Student FS. In terms of school activities, FS began to actively participate in group assignments and showed interest in certain subjects that had previously been neglected. Parental involvement also improved, with parents dedicating time each night to discuss school activities with their child. They also started acknowledging and appreciating the child's efforts, such as completing assignments on time. FS felt more motivated to study due to receiving attention that had previously been lacking. The student also reported that discussions with their parents enhanced their understanding of certain academic subjects. Daily interactions between the student and the parents improved, creating a more harmonious atmosphere at home, which indicated a positive relationship among family members. Referring to the results of this intervention, family counseling using the Adlerian approach demonstrated success in helping FS rebuild learning motivation. Through better parental involvement, the student felt supported and more confident in participating in learning activities, both individually and in groups. This approach showed that even simple parental attention could have a profound impact on a student's motivation and academic success. This was further evidenced by the posttest evaluation results, which indicated a reduction in the poor learning habits score to 86. This point 32 points lower than the pretest score of 118.

Subject NS

Initial Condition

Student NS exhibited unproductive study habits, such as frequently postponing homework until close to the deadline. This behavior often caused NS to feel rushed in completing assignments, negatively impacting the quality of their work. During the initial counseling session, it was discovered that the family's parenting style was permissive, allowing the student to manage their own time without clear boundaries or rules. This led to NS lacking discipline and developing a habit of procrastinating responsibilities.

Building Collaborative Relationships

The counselor began by creating a comfortable and open atmosphere to discuss the student's study habits and the family's role in shaping these behaviors. For the student, the counselor listened to NS's experiences about struggling to start tasks early and often waiting until deadlines approached. For the parents, the counselor helped them recognize the impact of their permissive parenting style on the child's study habits. During this discussion, the parents expressed their willingness to change their approach, such

as setting time limits and becoming more involved in their child's learning process. Trust was successfully built through empathetic dialogue focused on solutions rather than assigning blame.

Exploration and Analysis

The counselor delved deeper to identify the root causes of NS's procrastination. The parents' permissive parenting style resulted in NS lacking strong time discipline. The student prioritized enjoyable activities, such as using gadgets, over completing schoolwork. The absence of strict consequences for procrastination allowed the behavior to persist.

Insight Development

The insight development stage for student NS aims to improve study discipline through education on time management, the negative impact of procrastination, and the importance of family collaboration. The counselor trains the student to use a structured daily schedule and involves parents in providing consistent boundaries and positive reinforcement. Joint simulations are conducted to build positive habits, followed by regular evaluations to monitor progress. Through this approach, the student is expected to become more organized, motivated, and capable of completing tasks on time with active family support.

Reorientation and Change

The counselor helped the student and parents design a system to foster more productive study habits. The student was tasked with creating a daily task list, agreed upon with the parents. These tasks were prioritized with clear deadlines. Parents were asked to monitor the child's daily task list and provide positive reinforcement when tasks were completed on schedule. Additionally, the counselor guided parents to establish balanced consequences, such as extended playtime as a reward or reduced playtime if tasks were not completed on time.

After implementing the counseling program, significant improvements were observed in NS. The student began demonstrating progress in managing study time and completing school assignments earlier than the deadlines. Habitual procrastination decreased, replaced by a more disciplined and structured study pattern. Parents began enforcing time limits on recreational activities, such as gadget use, which helped the student focus more on schoolwork. The rewards provided by the parents motivated NS to complete tasks on time. The Adlerian family counseling approach effectively helped NS transform unproductive study habits into more organized and disciplined practices. Active parental support, such as setting time boundaries and providing appropriate rewards, played a vital role in facilitating this change. Furthermore, implementing a daily task list provided a clear structure, enabling the student to manage study time more effectively. The post-test evaluation results showed a reduction in the student's negative study habits, with a score of 90, 25 points lower than the pre-test score of 115.

Discussion

This study evaluates the impact of family counseling interventions on the study habits of 11th-grade TITL (Electrical Power Installation) students at SMKN 2 Surabaya. The research focuses on poor study

habits, such as unstructured learning patterns, procrastination tendencies, and a lack of motivation due to internal and external factors, especially the role of the family. The method involved pretest and posttest assessments to measure changes in study behavior before and after counseling implementation. Initial measurements showed an average score of poor study habits at 115.2. After applying family counseling based on the Adlerian approach, this score dropped to 88.6, with a difference of 26.6 points. Non-parametric sign tests demonstrated a significant difference between the pretest and posttest scores ($q = 0.031$, smaller than $\alpha = 0.05$). These findings indicate that family counseling significantly reduces poor study habits among students. Empirically, the implementation of family counseling, particularly the Adlerian approach, has been proven to effectively reduce students' poor study habits. This research revealed a decrease in the average poor habit score from 115.2 to 88.6, supported by statistical significance ($q = 0.031$) (Darmawan et al., 2023). The results confirm that family-based interventions can improve study patterns through the active involvement of families in supporting their children's education. These findings align with other studies that highlight the positive impact of family counseling on children's behavioral and emotional development. For instance, research by Dossal et al. (2024) and Osoha (2024) indicates that family counseling not only enhances children's adaptive skills but also positively affects their overall emotional well-being.

Consistent family support has been shown to be a key factor in creating a conducive learning environment, motivating children to adopt positive habits. Additionally, integrating traditional values and family culture into counseling approaches significantly contributes to building a supportive environment. Zhu et al. (2024) and Darmawan et al. (2023) emphasize that collaboration between families, schools, and mental health professionals is crucial in fostering positive behavioral changes in students. This approach enables direct family involvement in devising better learning strategies, providing emotional support, and fostering harmonious relationships in the educational context. Based on the above findings, this study underscores the central role of family counseling in addressing poor study habits while promoting positive behavioral changes. This approach provides a foundation for developing more holistic and humanistic educational models, positioning families as key partners in enhancing the quality of education and children's well-being.

The descriptive analysis of five students categorized as having poor study habits, addressed through the Adlerian counseling approach in this study, demonstrates its effectiveness. The results show positive changes in each individual's study patterns. For Subject AN, the poor study habit score decreased from 114 to 82 following the implementation of a structured study schedule with active parental support. For Subject AB, realistic time management reduced gaming time and improved discipline, with the score dropping from 114 to 85. Meanwhile, for Subject ED, the intervention focused on time management and balancing study-rest, reducing the score from 115 to 100. For Subject FS, family appreciation increased motivation, leading to a drop in the poor study habit score from 118 to 86. Lastly, for Subject NS, more organized study habits resulted in a score reduction from 115 to 90. The Adlerian approach emphasizes the importance of emotional relationships within the family as a foundation for fostering positive habits, particularly through

collaborative interventions involving students, parents, and counselors. This perspective aligns with findings that highlight the role of family dynamics in shaping behavior, as noted in various theoretical frameworks exploring adolescent behavior and the influence of family systems (Chikovore & Sooryamoorthy, 2023). Additionally, improving educators' perspective-taking skills can facilitate better communication and understanding between teachers and parents, enhancing the emotional support provided by families (Pöhler et al., 2024). Such collaborative efforts not only promote social cohesion but also contribute to the development of effective learning strategies, reinforcing the family's role in providing both emotional and practical support for students.

Empirical findings reveal that parental support in family counseling using the Adlerian approach plays a crucial role in improving student motivation and study discipline. Active parental involvement, such as recognizing students' efforts and providing structured supervision, significantly reduces poor study habits. Statistical analysis supports these findings, showing a significant reduction in negative behavior patterns after the intervention, underscoring the approach's effectiveness in educational settings. Furthermore, the study highlights the critical role of family support as a fundamental element in shaping caregivers' roles and their subjective well-being. A supportive family environment not only fosters emotional resilience among caregivers but also cultivates optimism, positively impacting students' academic performance. Sharp et al. (2017) and Krüger (2023) affirm that consistent family involvement can create a conducive learning atmosphere, enabling students to build resilience, motivation, and better discipline in achieving academic goals. These findings reinforce the importance of collaboration between families and educational institutions in supporting students' holistic development.

CONCLUSION

This study highlights the effectiveness of the Adlerian-based family counseling approach in addressing poor study habits among students, particularly those in grade XI of the Electrical Installation Engineering (TTTTL) program at SMKN 2 Surabaya. The findings indicate a significant difference between the pretest and posttest results, with the average score for poor study habits decreasing from 115.2 to 88.6, a reduction of 26.6 points. These results demonstrate that family counseling can reduce poor study habits through collaboration between students, parents, and counselors. The interventions implemented, including building collaborative relationships, problem exploration, insight development, and reorientation of behavior, successfully fostered more positive study patterns. Every participating student showed significant improvements in motivation, discipline, and time management. Active family support, in the form of supervision and appreciation, played a crucial role in facilitating these changes.

This study underscores the importance of integrating the role of families in the educational process, which significantly influences the development of students' study habits. Therefore, the Adlerian approach contributes as an effective intervention model for enhancing the quality of family-based education.

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