Problem solving technique based on trisilas culture to improve self- regulated learning (SRL) for students in the digital era

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Abstract: Easy internet access is an opportunity for students to obtain various information. Fast digital information that is not balanced with Self-Regulated Learning (SRL) is a serious problem for students. This research aims to determine the effectiveness of problem solving techniques based on Trisilas culture to improve SRL in students. Trisilas is a Sundanese cultural philosophy that is used as a value in social life. The technique problem solving based on trisilas culture consisting of silih asah, silih asih, silih asuh in learning. The method used in this research is a quantitative experiment by examining whether there is an effect of group guidance on problem solving techniques based on trisilas culture on students' SRL. The experimental design used was a non-equivalent control-group design. The instrument in this research used a Scale of Self-Regulated Learning (SSRL). The results of the research showed that after the intervention of group guidance on problem solving techniques based on Trisilas culture, there was an increase of 16.75% in the level of SRL in students. According to the results of the independent sample t test, there is a difference in SRL after or before the intervention, with a 2-tailed significance value of 0.002 <0.05. Currently, there are not many studies that utilize problem- solving techniques based on Trisilas culture in guidance and counseling. The conclusion of this research is that Trisilas culture is a new alternative solution in improving SRL and shows that group guidance on problem solving techniques based on Trisilas culture is effective in making a significant contribution to increasing SRL in students in the digital era.
Keywords: Problem solving technique; self regulated learning; trisilas culture.

Introduction

The development of science and technology in the digital era has opportunities and challenges for students. The science, technology that are developing at this time have positive and negative impacts that need to be addressed wisely. The positive impact is that there are many conveniences in getting various kinds of information, lessons and entertainment that we need, but there are also many negative impacts due to dependence on gadgets and the internet. In general, developments in science and technology can be utilized by students for learning (Jannah, 2019). This certainly helps to improve the competence and quality of human resources through a learning process. However, there are concerns due to unfiltered information, misinformation, negative content, misuse of information, including internet addiction and online games (Aprianti & Widiatmini, 2019). Therefore, Self-Regulated Learning (SRL) is very much needed by students in adapting to digital era learning. SRL is self-regulation in learning that is intrinsically motivated under strategic control carried out by the learner consciously (Febriana et al., 2018; Hartini et al., 2018; Sandyariesta et al., 2020).

In fact, according to the results of the PISA survey in 2018, Indonesia experienced a decline in the quality of education (Nisa et al., 2022) and ranked 74th out of 79 participating countries (Sari & Setiawan, 2023). The research in 2018 involved 600,000 teenagers aged 15 years old from 79 countries under the auspices of the (OECD) (Hewi & Shaleh, 2020). This survey was conducted by comparing the math, reading, and science performance of each student (Hewi & Shaleh, 2020; Tohir, 2019). One of the factors causing the decline in the quality of education in Indonesia at that time was due to the relatively low level of SRL (Surawan et al., 2018).

Various efforts have been made by the state, especially legal changes to help the quality of education in Indonesia. In this case, digital literacy is important because it can affect the

acceptance and management of information related to a person's learning process (Jannah, 2019). The problem of low SRL in this digital era requires serious handling because it will have an impacton academic achievement (Sandyariesta et al., 2020; Surawan et al., 2018), development of life and lifelong learning (Jud et al., 2023; Nisa et al., 2022). Students who have good SRL usually have good learning achievements (Saputra et al., 2021; Sutikno, 2016), good career maturity (Aziz et al., 2018), and good academic achievement (Karlen et al., 2023). Students who have poor SRL will have an impact on decreasing academic achievement and increasing academic stress (Maisaroh et al., 2024; Rahmawati et al., 2022).

Experts in SRL theory believe that learning is a multidimensional academic process that includes personal (cognitive, affective and emotional), behavioral and contextual aspects (Suud et al., 2024; Utari et al., 2017; Zimmerman, 1989; Zimmerman & Zimmerman, 2010). SRL is a cyclical process in which learners become active and reflective agents of their learning (Jud et al., 2023; Karlen et al., 2023). One of the visions written in the Indonesian Law No.2 of 2003 in Chapter II article 3 regarding the national education system is SRL. In the appendix it is explained that "National education has the function of developing skills and building quality character and civilization of the nation in order to educate the nation's life, with the aim of potential growth". Students to be God-fearing, noble, knowledgeable, healthy, independent, and a democratic and capable citizen. The Independent Curriculum is a solid foundation for the implementation of the Project Penguatan Profil Pelajar Pancasila (P5), with the development of the character of student independence who have an understanding of Pancasila values in their lives. One of the characters developed in the P5 program is the independent dimension. The independent dimension strongly supports the character of student learning independence. SRL is a sub-element in P5 (Maisaroh et al., 2024; Riska Ayu Andini & Aditya Dyah Puspitasari, 2024).

Low SRL is often found in schools in the form of cheating on friends' reports, relying on friends when doing assignments, being passive during learning, relying on teachers or friends during practicals (Nisa et al., 2022), internet dependency and online gaming (Aprianti & Widiatmini, 2019) and academic procrastination (Santika & Sawitri, 2016). The low level of SRL is influenced by parental parenting patterns (Saputra et al., 2019), previous research findings show that women tend to have better *SRL* than men (Alhadi et al., 2018; Hartini et al., 2018; Jannah, 2019).

The problem of low SRL was also found at SMA Insan Cendekia Al Kausar. Based on the results of a survey conducted in 2023, it was found that students at SMA Insan Cendekia Al Kausar had the following SRL profiles: 5% Very High, 23% High, 37% Moderate, 27% Low, 8% Very Low. This lack of SRL is corroborated by observations from the ITP run in 2023, which showed that the average development of the foundation aspect of intellectual maturity (5.92) was below average (5.99). This is a serious concern for counselors and they are interested in conducting research.

In general, efforts to handle the problem of low SRL on average use conventional methods in the form of group guidance on problem solving techniques (Febriana et al., 2018; Nisa et al., 2022; Sandyariesta et al., 2020). However, group guidance with conventional problem solving techniques has problems in terms of time effectiveness (Febriana et al., 2018).

Utilization of cultural values in the digital era is very important to do, because with culture it will be very easy to enter and be accepted. The geographical location of the school which is in Parungkuda sub-district, Sukabumi Regency, is part of West Java which has Sundanese culture. Trisilas is a Sundanese cultural philosophy that has universal values that are upheld by the Sundanese people which are written in the Sanghyang Siksa Kandang Karesian Book which is an ancient Sundanese manuscript in 1778 M (Hidayat et al., 2018). In Sundanese culture, the term "Trisilas" which consists of *silih asah, silih asih, silih asuh* is very

popular and is used as a guideline in life when interacting socially (Fauzia et al., 2020; Rachman Fazli, Haddad Sugara, 2022).

SRL is an important variable for students to achieve success both academically and non-academically (Febriana et al., 2018; Saputra et al., 2018). To improve SRL for students in the digital era, new methods are needed that are considered the most effective and efficient. Group guidance is very effective in supporting students in developing feelings, thoughts, perceptions, and knowledge that support increased learning independence (Nisa et al., 2022). Previous research found that "there is an influence of group guidance services with problem solving techniques on learning independence in class X students of SMA Institut Indonesia Semarang" (Febriana et al., 2018), Group guidance through the problem solving method can also support the learning independence of class X students at SMK N 3 Serang City in 2022/2023 (Nisa et al., 2022).

In social cognitive theory, Bandura suggests that human personality is greatly influenced by the environmen and human behavior itself (Utari et al., 2017; Zimmerman, 1989; Zimmerman & Zimmerman, 2010). SRL is a very important concept in social cognitive learning theory. Bandura suggests that humans, including children, learn by imitating what they see in the environment and the behaviors that exist around them (Suud et al., 2024; Utari et al., 2017; Zimmerman, 1989; Zimmerman & Zimmerman, 2010). Based on various social cognitive theorists, SRL is not simply determined by personal processes, but is influenced by external events and behavior in a reciprocal manner, which is called triadic reciprocality (Suud et al., 2024; Utari et al., 2017; Zimmerman, 1989; Zimmerman & Zimmerman, 2010). Triadic reciprocality describes self-regulation as being strongly influenced by a person's behavior, a person's behavior being strongly influenced by the environment, and the environment greatly influencing self-regulation, thus forming a triangle that influences each other reciprocally (Suud et al., 2024; Zimmerman, 1989).

There are three aspects that can determine the level of SRL, including metacognition, motivation and behavioral aspects (Rahmawati et al., 2022; Sutikno, 2016). Environment is very closely related to culture. To improve SRL in the digital era, counselors need to make guidance efforts that are elaborated with cultural values. Trisilas culture is one of the options that can be used in group guidance with problem solving techniques. Trisilas culture used in problem solving techniques consists of *silih asah, silih asih, silih asuh* (Alhafizh et al., 2021; Manan, 2010; Rachman Fazli, Haddad Sugara, 2022; Rosala et al., 2021; Yulia et al., 2023). The relationship between SRL and the Trisilas culture has a symbiotic mutualism relationship, namely a relationship that is mutually beneficial to one another, so that the Trisilas culture is predicted to be able to improve students' SRL. SRL has three aspects that have a positive relationship with Trisilas Culture. The metacognitive aspect has a relationship with silih asah because it is related to planning, targets and evaluation in learning. The motivational aspect has a relationship with silih asih because it is related to the environment, friendship and consequences in learning. The Behavioral Aspect has a relationship with silih asuh because it is related to monitoring, keeping records and discussions in learning. Collaboration between the development of science and ethnopedagogy of local cultural wisdom reflects progress in education. The relationship between the strategic aspect as an indicator of SRL with the Trisilas culture can be seen based on an analysis of the characteristics and traits inherent in each aspect and the culture contained within it (Alhafizh et al., 2021; Meilani et al., 2007; Rachman Fazli, Haddad Sugara, 2022; Rosala et al., 2021; Sutikno, 2016; Zimmerman, 1989, 1998).

The cultural values of Trisilas (*silih asah, silih asih, silih asuh*) can be used to improve SRL with the following strategies: visioning and organizing, training, and managing even change, seeking social support, and keeping records. seeking information dan reviewing records (Sutikno, 2016; Utari et al., 2017; Zimmerman, 1989; Zimmerman & Zimmerman, 2010). Overall, the combination of the concepts of trisilas and SRL opens the way to group

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guidance on problem solving techniques that are more innovative, adaptive, and culturally relevant. This research reflects efforts to continue to improve group guidance methods so that they can be more effective and adapt to scientific developments and learning needs that develop in society's culture. To overcome this problem, researchers attempt to test the effectiveness of problem-solving techniques based on the "trisilas" culture to improve SRL for students in the digital era.

Method

This research is a quantitative research using a quasi-experimental research design. This research design provides treatment to the experimental group and the control group as a comparison. The data collection method in this research is using a Scale of SRL (SSRL) consisting of 40 question items that have been validated through expert testing in the field of guidance and counseling. Below is a description of the SSRL instrument :

Table. 1 Indicator of SRL

Aspect	Indacator
Metacognition in learning	Goal Setting and Planning in learning
	Rehearsing and Memorizing in learning
	Organizing and Transforming in learning
	Self Evaluating in learning
Motivation in learning	Self Consequence in learning
	Seeking Social Assistance in learning
	Environmental Structuring in learning
Behavior in laerning	Keeping Records and Monitoring in learning
	Seeking Information in learning
	Reviewing Records in learning

The sample used in this study is 16 student who had very low, low and medium SRL profiles at Insan Cendekia Al Kausar High School. The sampling technique was stratified random sampling. The stages in implementing this research include: First, identifying the level of SRL using the SSRL instrument for students. Second, preparing a plan for problem solving techniques based on Trisilas culture to improve students' SRL in the digital era. Third, conducting experiments on the effectiveness of problem solving techniques based on Trisilas culture in the experimental group and conventional problem solving method in the control group. Fourth, analyzing data and making conclusions.

Data analysis in this study used descriptive statistics and inferential statistics. Data analysis used the Statistical Product and Service Solutions (SPSS) application to conduct the analysis: 1) Descriptive Analysis Test, 2) Kolmogorov-Smirnov and Shapiro-Wilk Tests were used to see the research data was normally distributed, 3) Homogeneity Test was used to determine whether the data was homogeneous, 4) Paired Sample t Test was used to see the effectiveness of the intervention used in this study, 5) Independent Sample t Test was used to see the difference in the average post-test in the experimental group and the control group.

Results and Discussion

The results of this research want to know: 1) To know the effectiveness of problem solving techniques based on Trisilas culture to improve students' SRL in the digital era, 2) To know the difference in the average post-test of the experimental group and the control group, 3) To know the percentage increase in intervention of problem solving techniques based on Trisilas culture to improve students' SRL in the digital era.

1) Knowing effectiveness

To know the effectiveness of problem solving techniques based on Trisilas culture to improve students' SRL in the digital era, it is necessary to test data using the Statistical Product and Service Solutions (SPSS) application including: Descriptive Analysis Test, Normality Test with the Kolmogorof-Smirnov and Shapiro Tests -Wilk, the Homogeneity Test is used to determine whether the data is homogeneous, and the Paired Sample t Test is used to see the effectiveness of the intervention used in this research.

Table.2 Descriptive Statistics

	N	Score Min	Score Max	Score Mean	Score Std. Deviation
Pre-Test Group Eksperiment	8	86	133	112,25	14,907
Post-Test Group Eksperimen	8	128	154	139,25	9,392
Pre-Test Group Control	8	103	134	118,63	10,239
Post-Test Group Control	8	110	135	122,50	8,418
Valid N (listwise)	8				

Based on Descriptive Analysis Test, it is known that: a). The pre-test results in the experimental group of 8 students had a minimum score 86, a maximum score 133, mean 112.25. Meanwhile, the pre-test in the control group had a minimum score 103, a maximum score 134, mean 118.63. b) The post-test results in the experimental group of 8 students had a minimum score 128 and a maximum score 154 with a mean 139.25. While the post-test in the control group had a minimum score 110 and a maximum score 135 with a mean 122.5.

Table.3 Normality Test

Class		Kolmogorov-Smirnov[a] Test			Shapiro-Wilk Test		
		Statistic	Df	Sig.	Statistic	df	Value Sig.
SRL	Pre-Test Group Eksperimen	,188	8	,200[*]	,944	8	,655
	Post-Test Group Eksperimen	,220	8	,200[*]	,900	8	,288
	Pre-Test Group Control	,197	8	,200[*]	,939	8	,598
	Post-Test Group Control	,274	8	,079	,908	8	,343

From the results of the Normality test using the Kolmogorov-Smirnov and Shapiro-Wilk Tests, it is known that the significance value in each group of analysis results shows data > 0.05, so it can be concluded that the data in this research is normally distributed. Because the research data is normally distributed, parametric tests can be carried out (Paired Sample t Test and Independent Sample t Test).

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Tabel.4 Paired Sample t Test

		Paired Differences Test					Score t	Score df	Value Sig. (2-tailed)
		Score Mean	Score Std. Deviation	Score Std. Error Mean	95% Confidence Interval of the Difference				
					Score Lower	Score Upper			
Pair Group 1	Pre-Test Group Eksperimen - Post-Test Group Eksperimen	-27,000	6,928	2,449	-32,792	-21,208	-11,023	7	,000
Pair Group 2	Pre-Test Group Control - Post-Test Group Control	-3,875	2,800	,990	-6,216	-1,534	-3,915	7	,006

From the results of the paired sample t test, the output of part one shows that the sign number (2-tiled) is 0.000> 0.05, so it can be concluded that there is a difference in the average results of the pre-test and post-test scores for the experimental team. From the results, it can be concluded that the problem solving technique with trisilas culture is efficient to support SRL for students in this digital age.

2) Knowing the difference in average between the experimental group and the control group.

Tabel.5 Independent Sample t Test

		Test of Levene's for Equality of Variances		t-test for Equality of Means						
		F	Value Sig.	Value T	Value Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SRL	Equal variances assumed	,372	,552	3,756	14	,002	16,75	4,459	7,186	26,314
	Equal variances not assumed			3,756	13,835	,002	16,75	4,459	7,175	26,325

Based on the results of the Independent Sample t Test, the Sig. (2-tailed) value was obtained at 0.002 < 0.05, so it can be concluded that there is a difference in the average post-test between the experimental group and the control group.

3) Knowing the percentage of increased intervention

To see the percentage increase in problem-solving interventions with Trisilas culture, it can be seen in table 5 independent sample t test on the mean difference column. It can be seen that the percentage increase of this intervention for students in the digital era is 16.75%.

The aim of this research can be achieved and proven effective by comparing the experimental group and the control group. Based on the findings of this research, by using problem solving technique interventions based on the Trisilas culture, there was a 16.75% increase in the level of SRL in students in the digital era. This increase has an impact on:

increasing motivation, planning, achievement targets, evaluation and effective ways of learning.

SRL is a problem for students in the digital era that needs serious attention from various parties (Aprianti & Widiatmini, 2019). This problem is very important because it will have an impact on academic achievement (Sandyariesta et al., 2020; Surawan et al., 2018), life development and lifelong learning (Jud et al., 2023; Nisa et al., 2022).

One reflection of progress in education can be seen from the collaboration between the development of science and ethnopedagogy of local cultural wisdom (Atmojo et al., 2018; Supriyanto et al., 2019; Zainuddin et al., 2018). The trisilas culture provides a positive contribution to increasing SRL in students in the digital era. Silih asah contributes to improving metacognition in a mutually beneficial learning environment such as mutually honing knowledge, sharing learning experiences, determining learning targets and strategies related to cognition, affection, spirituality, and psychomotor (Alhafizh et al., 2021; Rosala et al., 2021). Silih asih contributes to increasing learning motivation by creating a learning environment that provides positive mutual support, shares information about lessons and makes learning rules together (Fadillah & Khomsiyah, 2023). Silih asuh also contributes to improving student learning behavior such as completing study notes and practicing questions (Fadillah & Khomsiyah, 2023).

Conclusions and Suggestions

SRL is very important for students in the digital era so that there is control in digital literacy. The challenge for students in responding to technological developments must be balanced with good SRL so that they have good academic achievements and performance. According to the results of the study, the use of the Trisilas culture-based problem-solving technique is effective for supporting the learning independence of students in the digital era as much as 16.75%. The increase in SRL for students in the digital era proves that the elaboration of the Trisilas culture with problem solving techniques can have a significant influence. The character of Silih Asah students will be formed in metacognition which has learning targets and planning, rehearsing and memorizing, organizing and transforming, self-evaluating. Silih Asih in motivation forms the character of self-consequence, seeking social assistance (peers, teachers and adults), environmental structure in the learning process. The character of Silih Asuh in behavior which includes keeping records and monitoring, seeking information and reviewing records in learning.

Based on these conclusions, the researcher provides recommendations to counselors or further researchers to utilize cultural values as a source of strength that can be used in guidance and counseling services to make them easier to enter and be accepted by students.

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