Self Regulated Learning(SRL): Skills in Improving Learning Motivation

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Abstract: The problem that still often occurs in the educational environment is the lack of motivation to learn in students. Each student has a different level of learning motivation, ranging from low, medium, to high learning motivation. The low motivation of students to learn occurs in the lack of a sense of student awareness of the importance of learning motivation. The purpose of this study is to increase learning motivation, using group guidance with self-regulated learning techniques. RS). Self-regulated learning (SRL) is important to be given to students so that students can increase their awareness of their learning motivation. This research is a type of quantitative research with a quasi-experimental research design with an experimental control group design. The results of this study indicate that there are differences before and after the group guidance action with self-regulated learning (SRL) techniques is carried out. So it can be proven that group guidance with self-regulated learning (SRL) techniques can increase the learning motivation of vocational students. SRL can increase students' awareness of learning motivation so that it can be taken into consideration in group guidance services for BK.
Keywords: Group guidance; Learning motivation; Self-Regulated Learning (SRL)

Introduction

The educational process becomes learning that provides knowledge even to the point of changing student behaviour which was initially not correct to be true. According to Surya M, learning is a process that can be carried out by individuals to get a new change that has a positive value as a result of their interaction with their environment(Bulantika, 2019). Therefore, motivation becomes an important element in the learning process. Motivation is said to be the most important element for every student, especially at the learning age. The high and low levels of student motivation can affect the learning process and student achievement results at school. Efforts are needed as a treatment to increase learning motivation so that students are more focused on carrying out the learning process. Without motivation, the learning process cannot run well and learning objectives cannot be achieved. As a result, student learning outcomes are less than optimal, even to the point of disappointing learning outcomes.

Motivation in Latin movere which means movement or encouragement to move(Prawira, 2014). Other than that motivation has the understanding that encouragement or effort to increase activities in achieving a certain goal is included in the learning objectives. The importance of motivation for learning-age children is the benchmark for this research to increase student learning motivation according to what is expected. Students' awareness of learning motivation will distinguish between students who have high morale and students who have low learning power. According to Schunk, he explained the indicators that became indicators of good learning motivation from students, including (1) Task Choice (task selection), (2) Effort (Effort), (3) Persistence (Persistence) (Schunk, D.H. Pintrich, P.R & Meece, 2008).

Students' awareness of learning motivation will distinguish between students who have high morale and students who have low learning power. Therefore, with good learning motivation, students will get good learning outcomes as well. The existence of an effort to increase student learning motivation is based on the fact that students who have good learning

motivation have many opportunities to try, learn independently, and compete with confidence because the intensity of student learning motivation greatly affects the level of student achievement in school. Students who have high learning motivation will get good achievement, otherwise, students who have low learning motivation have low learning achievement because the intensity of student motivation will determine student achievement. Because at the time of student learning there will be an adjustment between the knowledge possessed by adding new knowledge. Learning will occur in an evaluation process, regarding the knowledge information possessed whether it is still relevant or needs to be updated(Hadi Pranoto, Nurul Atieka, Retno Fajarwati, 2018).

But, although learning motivation is very important as a measure of student achievement, at Vocational high school KesumaMargoyoso there are still some students who have low learning motivation categories. However, they have a high level of knowledge, intelligence, and motivation to learn. The researcher also conducted interviews with guidance and counselling teachers at Vocational high school KesumaMargoyoso regarding the condition of students' learning motivation. The subject teacher stated that students in the class who had low learning motivation did not look enthusiastic in participating in learning. They tend to prefer talking to their friends rather than paying attention to the teacher in explaining the lesson, students feel sleepy in class, and students' concentration is unstable and the thoughts of students who already want to work are not aware that they are still in school. In addition, subject teachers, as well as guidance and counselling teachers, also said that basically Vocational high school students have a high level of achievement, but due to lack of awareness about learning motivation, ultimately their learning outcomes are also low.

Talking about vocational school, Vocational high school is one of the levels of educational institutions in various countries, especially in Indonesia. Vocational high school (SMK) is one of the educational institutions that has been designed to prepare and produce graduates of the younger generation who are ready to work. Vocational High School graduates are required not only to have hard skills. However, vocational students are also required to have Soft Skills. Hard Skills can be formed in students through each area of expertise of vocational students such as automotive expertise, catering, and others. While Soft skills have a definition that students' abilities are the result of the process of inculcating good values such as manners, manners and others.

Vocational school is said to be an education system that has tried to prepare students to be ready and mature in their career maturity. Preparing students to be better able to prepare in one field of work according to their potential compared to taking several fields but not being well controlled. The purpose of becoming a student is to prepare themselves to enter the world of industry or the world of work. In contrast to other levels of education such as SMP, SMA and MA. Vocational high school is a vocational education that has studied in-depth related aspects and factors related to education in the hope of entering the world of work.

The group guidance service is one of the counselling services carried out by the Bk Vocational high school Kesuma Margoyoso teacher to increase learning motivation (Learning Motivation) for Vocational high school Margoyoso students. Implementation of group guidance is expected to obtain maximum learning outcomes by providing self-motivation in learning so that students' demands to develop potential skills can be realized. Interests, talents, abilities and knowledge of students. Prayitno and Erma explained that one of the services in guidance and counselling is group guidance services. Prayitno explains that group guidance is a guidance service in guidance and counselling, which is provided by BK teachers or school counsellors to students together or in groups. It has several 8-12 members, which is carried out

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using group dynamics to add new discussions or information from topics that have been discussed with the aim that the group becomes large, strong and independent (Prayitno, 1995).

The word self (is the first stage that makes one the main point in a subsequent journey. Self refers to a person's self about the identity that exists within oneself. For example, name, parent name, family environment and things related to him. Another important aspect which is important aspect of self is the position of students with all aspects inherent in themselves. Self also has the main goal of extracting information related to the identity of students who are actually by what was previously realized (Azmi, 2015).

Zimmerman defines self-regulation learning as the ability of learners to participate actively in the learning process, both metacognitively, motivationally and behaviorally. *Self-regulation* can produce ideas, feelings and actions to achieve learning goals. Metacognitively individuals with good self-regulation can have the potential and effective motivation to obtain information by influencing the level of student achievement. When students have high achievements, it can be interpreted that internally students have been able to carry out better self-management than student learning achievements that are still low.

It can be concluded that students who have a high level of regulation will be active in using and honing their academic abilities such as setting goals, choosing and developing strategies and being able to control themselves in learning activities. Pintrich in his book explains that the meaning of *self-regulated learning* (SRL) is an active learning process where students have been able to set criteria, goals, have mastered their learning standards so that they can try to monitor processes, aspects of cognition, motivation and student behavior at all times to make their environment as a learning environment. support in the learning process. *Self-regulation learning* plays a role in assisting students in setting academic targets, increasing perceptions of academic abilities, and controlling their learning activities.

The *self-regulated learning* (SRL) technique can be used as a way to maintain motivation to complete the task of learning obligations of students. By using *self-regulated learning* (SRL) techniques, students will be able to control themselves in completing tasks. The self-regulated learning (SRL) technique is said to be able to monitor itself regarding benchmarks and determine itself about what students have done (Hijrah Eko Putro, 2018).

With the hope that teaching and learning activities can run smoothly and optimize the potential of students. In addition, student awareness is an internal motivation that can foster learning motivation. Some elements or factors that influence learning motivation include the following(Amna Emda, 2017) : a. The determination and will of students, High determination will affect the strength of the student's desire to learn. b. Student strength, The strength of students in achieving determination is very influential on the results of their achievements. c. Student condition, Physical and psychological health influence in supporting student learning. d. Natural Environment, Like a place to live and socialize.

Group guidance through self-regulated learning (SRL) techniques has a positive impact on students in increasing their learning motivation because there is an opportunity to try, learn independently, and compete with confidence. Based on this summary, several researchers focus on group guidance and learning motivation, some research is still limited related to self-regulated learning (SRL) techniques, especially raising the object of SMK. Therefore, the researcher intends to develop self-regulated learning (SRL) group guidance services to increase the motivation of vocational students.

Methods

This research is included in quantitative research with experimental methods, quasi-experiments. The population in this study were 60 students of the Kesuma Margoyoso

vocational school class XI 1 and class XI TKJ 2. The details were 30 students in class XI as a test of the validity of the instrument, while students in class XI TKJ 2 amounted to 30 students. 30 students as a sample. Techniques and instruments used in data collection in this study include interviews, observation and learning motivation scale. The data obtained from the results are very diverse, while in data processing to find out the results using SPSS 16.0 Software.

This study uses a "learning motivation" questionnaire. After testing using the product-moment correlation formula on 30 Kesuma vocational school students, there were 38 valid items out of 50 items and 12 items that were invalid or invalid. Meanwhile, based on the Cronbach Alpha formula, it produces a reliability value of Cronbach's Alpha = $0.948 > 0.50$ so it can be concluded that the learning motivation scale is said to be reliable. And the data analysis technique in this quantitative research uses statistics, while in this research there are two types of statistics, namely descriptive statistics and inferential statistics. in this study, the type of statistics used is descriptive statistics. While data analysis has the meaning of activity after data from all respondents has been collected. Activities in data analysis are grouping data based on variables and types of respondents, the existence of calculations as answers to the formulation of the problem, and as an action to test what has been proposed so that data analysis actions can be carried out. Analysis of the data used in this study is normality test, homogeneity test, independent T-test.

Results and Discussion

The results of this study indicate that students of SMK Kesuma Margoyoso, Pati Vocational High School students experience various levels of learning motivation ranging from low, medium, and high. This is caused by several factors ranging from internal actors as well as external factors. The cause of the various levels of motivation to learn in this school starts from the awareness of students regarding the learning process at school. According to the results of the pretest questionnaire, it showed that there were 15 students with a relatively low level of motivation index and 15 students with a high index. Researchers took as many as 30 samples with the provisions of 15 as the experimental group and 15 as the control group. This group guidance service with a self-regulated learning technique was carried out for 8 meetings. Previously, to group students in the experimental group and the control group, the researcher provided a learning motivation scale in the form of a pretest, so that the researcher knew the level of student motivation before participating in group guidance activities. The results of the pretest data show that there are 15 students with low levels and are grouped as an experimental group to be given group guidance services for self-regulated learning (SRL) techniques as a handling effort to increase student learning motivation.

Based on the results of the study, it can be concluded that Kesuma vocational school students experience various levels of learning motivation. The provision of group guidance services with the SRL technique has an impact on efforts to increase the learning motivation of class XI students at TKJ Kesuma Margoyoso Pati. The results of research data using SPSS 16.0 software showed an increase in the experimental group, namely the provision of group guidance services with self-regulated learning techniques compared to the control group in the form of group guidance services with discussion techniques. This is reinforced by the results of the Independent T-test data using SPSS 16.0 software, the data can be seen in table 1 and 2.

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Table 1
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Control	15	115.80	5.784	1.493
	Eksperimental	15	134.93	2.865	.740

Table 2
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	3.121	.088	-11.480	28	.000	-19.133	1.667	-22.547	-15.719
	Equal variances not assumed			-11.480	20.480	.000	-19.133	1.667	-22.605	-15.662

Based on tables 1 and 2, the T-test using SPSS 16.0 software can be seen that the average result of the experimental group is 134.93 and the control group is 115.80. the difference between the experimental group and the control group 19,13. the experimental group was 19.13 greater than the control group with a tailed sig of 0.000 and less than the study critical limit of 0.05. So that the results of the hypothetical decision are Ho is rejected and Ha is accepted, which means that group guidance services use effective self-regulated learning (SRL) techniques to increase student learning motivation at SMK Kesuma.

The following is the schedule for providing group guidance services: a) Submit a research permit to the administration of SMK Kesuma, Determine the class that will be used as research with the BK teacher. b) Meeting with the Student Council, and allowed to research the Vocational School Kesuma, It was agreed that the day of the research was carried out considering the pandemic period. c) Meet with the BK teacher and student assistants to meet with the students of class XI TKJ 1 and XI TKJ 2 which are the experimental group and also the control group, Socialization to class XI TKJ 1 and TKJ 2 about the implementation of group guidance services and distributing questionnaires to the experimental group and the control group to find valid data. d) Give a pre-test to the control group and the experimental group. e) Group guidance service activities use self-regulated learning techniques in the first meeting. f) Group guidance service activities use self-regulated learning techniques in the second meeting. g) Group guidance service activities use self-regulated learning techniques in the third meeting. h) Evaluation and distribution of posttest questionnaires.

Group guidance service activities have a definition as a way to provide assistance or guidance to students through group activities using group dynamics. Group guidance services usually consist of 10 to 15 group members. The group guidance service itself is intended as an anticipation effort for students to prevent the development of problems or difficulties experienced by students. Group guidance services usually consist of 10 to 15 group members,

group guidance services are intended as anticipation to prevent the development of problems or difficulties experienced by students (Nurihsan, 2010).

Meanwhile, self-regulated learning (SRL) is an effort to deepen associative networks in special fields (no need for limitations on academic content) and monitor students to improve in-depth processes. Self-regulated learning is more precisely focused on a student plan that has been structured on cognitive processes in the process of completing successful academic tasks to obtain good results by their planning.

From the results of the test using the T-test with the help of SPSS 16.0 software, it can be seen that the average of the experimental group after the group guidance service with self-regulated learning (SRL) technique was 134.93 and the control group used the discussion technique with an average of 115.80. the difference between the experimental group and the control group is 19.13. It is known that the experimental group is 19.13 larger than the control group. From the exposure of the test using the T-test, it can be concluded that group guidance services using self-regulated learning (SRL) techniques can increase students' learning motivation. This means that there is a difference in learning motivation between students who are given SRL technique group guidance services and students who are given discussion technique group guidance services.

Increasing students' learning motivation using self-regulated learning (SRL) techniques is influenced by several things including individual factors, behavioural factors and environmental factors. This is in accordance withZimmerman'sstatement (Zimmerman, 1989) which states that self-regulated learning (SRL) is determined by three factors, namely individual, behaviour and environment. According to a statement from Sunawan (Sunawan, 2011) said that students with high metacognitive awareness have an understanding of learning strategies, have an understanding of learning strategies, have an understanding of cognitive tasks, both types of tasks and learning contexts, and knowledge about themselves, including motivation, strengths and weaknesses that exist in themselves.

Interventions to increase learning motivation through group guidance with self-regulated learning (SRL) techniques are effective because group guidance facilitates students in the process of increasing learning motivation. Involving students in cognitive processes, not only thinking but adapting and applying them to the environment. Group guidance with self-regulated learning (SRL) techniques can be used as a reciprocal relationship between group guidance teachers and group members, namely students. Group guidance teachers or facilitators provide information about learning motivation. on the occasion of the atmosphere, each member of the group (students) can take advantage of all the information, responses, and various reactions from other members as self-development. So that students can set learning goals and then try to monitor, regulate and control the conditions related to the motivation that exists within them to suit the goals and conditions of the environment

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Conclusions and Suggestions

Based on the research results that have been described in the discussion and data analysis, the researcher can conclude that group guidance services using self-regulated learning (SRL) techniques in the class XI sample TKJ 2 Vocational School Kesuma Margoyoso, Pati are effective in increasing student learning motivation than giving group guidance services with discussion techniques. This is evidenced by the results of the posttest there was an increase in the experimental group which experienced a very high increase while the control group did not really affect it. Based on the research results that have been described in the discussion and data analysis, the researcher can conclude that group guidance services using self-regulated learning

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(SRL) techniques in the class XI sample TKJ 2 Vocational School Kesuma Margoyoso, Pati are effective in increasing student learning motivation than giving group guidance services with discussion techniques. This is evidenced by the results of the posttest there was an increase in the experimental group which experienced a very high increase while the control group did not really affect it. So, so that learning motivation can increase properly, it is recommended for further researchers to carry out controlled services to get maximum results. And it is recommended for the guidance and counselling in schools to carry out group guidance programs with advanced self-regulated learning (SRL) techniques because it has been proven to be effective in increasing students' learning motivation.

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