

Self-regulation Learning Studentd of SMK N 1 SOLOK and implications in guidance and couneseling services

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Abstract

This study aims to describe how the general picture of self-regulation learning is seen from the aspects of organizing and transforming (organizing and transforming), setting goals and planning (goal setting and planning), seeking information (seeking information), keeping records and keeping records. and monitoring), managing the environment (environment structuring), self-conseuences, repeating and remembering (rehearsing and memorizing), seeking social assistance, checking records (reviewing records). This research uses descriptive quantitative research. The population in this study were all students of SMK N 1 Solok, totaling 841 students and the sample in this study amounted to 222 students. Sampling in this study using stratified random sampling technique. The instrument used in this study was a questionnaire about self-regulation learning with a Likert scale model. The data analysis technique used descriptive statistical techniques. From the research results it can be concluded that the self-regulation learning of SMK N 1 Solok students based on the following aspects: (1) self-evaluation is in the low category with a percentage of 74% (2) organizing and transforming is in the category low with a percentage of 67% (3) aspects of setting goals and planning (Goal Setting and Planning) are in the medium category with a percentage of 44% (4) seeking information (seeking information) are in the high category with a percentage of 48% (5) keeping records and keeping records and monitoring is in the high category with a percentage of 50% (6) the environmental structuring aspect is in the high category with a percentage of 42%.

Keywords: Self-regulation learning, guidance and counseling services

Introduction

Education is a conscious and planned effort to show an atmosphere of learning and learning so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character and skills needed by themselves, the people of the nation and the state (Daharnis,et al 2013) education is an effort made to prepare students so that they can play their role in the future and can prepare students to develop their potential.

The purpose of education is to develop the potential of students and to make them independent and of course this can be realized in the form of learning activities at school.School is an educational institution that has a big responsibility in educating and preparing students to be able to face challenges in the future, each school wants all students to comply with the rules set by the school and have good achievements so that they can uphold the name of the school.(Firman, 2018).Schools can also improve intelligence, knowledge, noble character, and skills to live independently and attend further education.Efforts that can be made in improving students' self-development are through planned thoughts, feelings and actions as well as feedback that is adjusted to achieving goals in learning.

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In the education process in schools, learning activities are the most important activities, whether the success or failure of achieving a goal in education depends on how the learning process experienced by students as learners (Zikra, 2016). Furthermore, one of the efforts made to improve self-development through thoughts, feelings and actions, in other words, one of the learning objectives of students can be achieved through self-regulation. According to Yulianti, Sano & Ifdil (2016) self-regulation is the ability of students to set strategies and control themselves in learning so that they can create effective conditions for learning.

Based on the results of an interview conducted with one of the BK teachers on February 20, 2020 at SMK Negeri 1 Solok, information was obtained that there are students who lack the will to take part in the learning process in class, there are students who prefer to play outside rather than take part in classroom learning, when participating in student learning. not seriously following the learning given by their teacher, students who often disturb friends and make noise in class, there are also students who cannot manage themselves properly when the lesson is in progress and are not even able to listen to what learning is given by their teacher in class so that in achieving learning outcomes obtained were classified as low because of the lack of student participation in the learning process that was given.

From the results of observations and interviews that have been conducted, there are several phenomena or problems related to student self-regulation learning in participating in the learning process at school. In connection with this problem, researchers are interested in conducting research entitled "Self-Regulation Learning of Vocational School students and its implications for guidance and counseling services".

Method

This type of research uses a quantitative method with a descriptive type of research that aims to describe the self-regulation learning of students of SMK N 1 Solok. The population in the study were all students of SMK N 1 Solok, which amounted to 841 students and the sample in this study was 222 students of SMK N 1 Solok who were selected using stratified random sampling technique. The instrument used in this study was a questionnaire about student self-regulation learning with a Likert scale model. The data analysis technique used descriptive statistical techniques.

Results and Discussion

Based on the results of data processing, the results of the self-regulation learning study of SMK N 1 Solok students can be described as follows:

1. Student Self-regulation of Learning in Overall Learning

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok can be seen in the following table:

Table 1. Description of self-regulation learning of vocational students as a whole, namely (n = 222)

Category	Interval	F	%
Very high	≥ 140	0	0
High	114-139	31	14,0
Moderate	88-113	157	70,7
Low	62-87	33	14,9
Very low	$\geq 35-61$	1	0,5
Total		222	100

it is known that the self-regulation learning of SMK N 1 Solok students in general is in the medium category as many as 157 students with a percentage (70.7%), the low category is 33 students with a percentage (14.9%), the high category is 31 students with a percentage (14.0%), and very high categories as many as 1 student with a percentage (0.5%) and very low as many as 0 students with a percentage (0%).

2. Student self-regulation learning seen from the aspect of self-evaluation

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the self-evaluation aspect can be seen in the following table:

Table 2. Description of self-regulation learning of SMK 1 Solok students based on self-evaluation (n = 222)

Category	Interval	F	%
Very high	≥ 14	0	0
High	$\geq 11-13$	0	0
Moderate	$\geq 8-10$	6	3
Low	$\geq 5-7$	165	74
Very low	$\geq 2-4$	51	23
Total		222	100

Based on table 2, it can be seen that from the self-evaluation aspect, 74% of students showed low self-regulation learning, 23% were in the very low category, 3% were in the medium category, 0% were in the high and very high category. These findings indicate that self-regulation learning seen from the self-evaluation aspect is in the low category with a percentage of 74%. This shows that, more than half of students do not have the ability to have self-regulation learning in themselves and this needs to be improved.

3. Student self-regulation learning seen from the aspect of Organizing and Transforming

Based on the data processing criteria used, a description of the self-regulation learning of SMA N 2 Padang students based on Organizing and Transforming can be seen in the following table:

Table 3. Description of Self-regulation learning Students of SMK N 1 Solok Based on the Aspects of Organizing and Transforming (n = 222)

Category	Interval	F	%
Very high	≥ 14	0	0
High	$\geq 11-13$	0	0
Moderate	$\geq 8-10$	6	3
Low	$\geq 5-7$	149	67
Very low	$\geq 2-4$	67	30
Total		222	100

Based on table 3, it can be seen that from the aspect of organizing and transforming 67% of students show low self-regulation learning, 30% are in the very low category, 3% are in the medium category, 0% are in the high and very high category . These findings indicate that self-regulation learning from the aspect of regulating and transforming (organizing and transforming) is in the low category with a percentage of 67%. This shows that, more than half of students do not have the ability to have self-regulation learning in themselves and this needs to be improved.

4. Student self-regulation learning seen from the aspects of Goal Setting and Planning

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of Goal Setting and Planning can be seen in the following table.

Table 4. Description of Self-regulation learning Students of SMK N 1 Solok Based on the Aspects of Goal Setting and Planning (n =222)

Category	Interval	F	%
Very high	≥ 16	1	0
High	$\geq 13-15$	87	39
Moderate	$\geq 10-12$	97	44
Low	$\geq 7-9$	35	16
Very low	$\geq 4-6$	2	1
Total		222	100

Based on table 4, it can be seen that from the aspect of setting goals and planning (Goal Setting and Planning) 44% of students show moderate self-regulation learning, 39% are in the high category, 16% are in the low category, 1% are in the very low category, 0% are in the very high category. These findings indicate that self-regulation learning seen from the aspect of setting goals and planning (Goal Setting and Planning) is in the medium category with a percentage of 44%. This shows that, more than half of students are capable enough in managing self-regulation learning so that students are able to improve self-regulation learning in themselves.

5. Student self-regulation learning seen from the aspect of seeking information (Seeking Information)

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of seeking information (Seeking Information) can be seen in the following table:

Table 5. Description of Self-regulation learning Students of SMK N 1 Solok Based on aspects of Self-regulation learning (n = 222)

Category	Interval	F	%
Very high	≥ 11	30	14
High	$\geq 9-10$	106	48
Moderate	$\geq 7-8$	50	23

Low	$\geq 5-6$	25	11
Very low	$\geq 3-4$	11	5
Total		222	100

Based on table 5, it can be seen that from the aspect of seeking information (seeking information) 48% of students show high self-regulation learning, 23% are in the medium category, 14% are in the very high category, 5% are in the very low category. These findings indicate that self-regulation learning from the aspect of seeking information (seeking information) is in the high category with a percentage of 48%. This shows that students are quite capable of seeking information, so that students are more confident in establishing good self-regulation learning in themselves.

6. Student self-regulation learning seen from the aspect of Keeping Records and Monitoring (Keeping Records and Monitoring)

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of Keeping Records and Monitoring can be seen in the following table:

Table 6. Description of Self-regulation learning Students of SMK N 1 Solok Based on the aspects of Keeping Records and Monitoring (n = 222)

Category	Interval	F	%
Very high	≥ 16	1	0
High	$\geq 13-15$	111	50
Moderate	$\geq 10-12$	95	43
Low	$\geq 7-9$	14	6
Very low	$\geq 4-6$	1	0
Total		222	100

Based on table 6, it can be seen that from the aspect of keeping records and monitoring (keeping records and monitoring) 50% of students show high self-regulation learning, 43% are in the medium category, 6% are in the low category, 0% are in the very high and very high category. low. These findings indicate that self-regulation learning, seen from the aspect of keeping records and monitoring, is in the high category with a percentage of 50%. This indicates that self-management towards keeping notes and monitoring in the learning process is quite good, but it needs to be improved so that students can develop sympathy in themselves.

7. Student self-regulation learning seen from the aspect of Environment Structuring

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of Environmental Management (Environment Structuring) can be seen in the following table:

Table 7. Description of Self-regulation learning Student of SMK N 1 Solok Based on the Aspects of Environmental Management (Environment Structuring) (n = 222)

Category	Interval	F	%
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Very high	≥ 21	0	0
High	$\geq 17-20$	65	29
Moderate	$\geq 13-16$	93	42
Low	$\geq 9-12$	61	27
Very low	$\geq 5-8$	3	1
Total		222	100

Based on table 7, it can be seen that from the aspect of managing the environment (environment structuring) 42% of students show moderate self-regulation learning, 29% are in the high category, 27% are in the low category, 1% are in the very low category, 0% are in the category very high. These findings indicate that self-regulation learning from the aspect of setting the environment (environment structuring) is in the high category with a percentage of 42%.

This shows that almost all students are quite capable of managing a good environment in the learning process, of course this must be maintained so that students are more stable in applying good self-regulation learning in the learning process.

8. Student self-regulation learning is seen from the aspect of Self-consequences

Based on the data processing criteria used, a description of the self-regulation learning of students of SMK N 1 Solok based on the aspects of Self-consequences can be seen in the following table:

Table 8. Description of Self-regulation learning Students of SMK N 1 Solok Based on Self-consequences (n = 222)

Category	Interval	F	%
Very high	≥ 16	6	3
High	$\geq 13-15$	83	37
Moderate	$\geq 10-12$	79	36
Low	$\geq 7-9$	41	18
Very low	$\geq 4-6$	13	6
Total		222	100

Based on table 8, it can be seen that from the aspect of self-consequences 37% of students showed high self-regulation learning, 36% in the moderate category, 18% were in the low category, 6% were in the very low category, 3% were in the very high category. These findings indicate that self-regulation learning from the aspect of self-consequences (self-consequences) is in the high category with a percentage of 37%.

This shows that almost all students can apply self-consequence in the learning process, of course this must be maintained so that students are more stable in applying good self-regulation learning in the learning process.

9. Student self-regulation learning seen from the aspect of Rehearsing and Memorising

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of Rehearsing and Memorising can be seen in the following table:

Table 9. Description of Self-regulation learning Students of SMK N 1 Solok Based on aspects of Rehearsing and Memorizing (n = 222)

Category	Interval	F	%
Very high	≥ 16	5	2
High	$\geq 13-15$	100	45
Moderate	$\geq 10-12$	86	39
Low	$\geq 7-9$	29	13
Very low	$\geq 4-6$	2	1
Total		222	100

Based on table 9, it can be seen that from the aspect of rehearsing and memorizing 45% of students show high self-regulation learning, 39% are in the moderate category, 13% are in the low category, 2% are in the very high category, 1% are in the in the very low category. These findings indicate that self-regulation learning from the aspect of repeating and remembering (rehearsing and memorizing) is in the high category with a percentage of 45%.

This shows that almost all students can repeat and remember subject matter or other subjects in the learning process, of course this must be maintained so that students are more stable in applying good self-regulation learning in the learning process. Repeating and remembering are statements that indicate students' efforts to memorize subject matter aloud or in other ways.

10. Student self-regulation learning seen from the aspect of Seeking Social Assistance

Based on the data processing criteria used, the description of self-regulation learning for students of SMK N 1 Solok based on the aspects of Seeking Social Assistance can be seen in the following table:

Table 10. Description of self-regulation learning seen from the aspect of seeking social support (n = 222)

Kategori	Interval	F	%
Category	≥ 11	43	19
Very high	$\geq 9-10$	97	44
High	$\geq 7-8$	61	27
Moderate	$\geq 5-6$	14	6
Low	$\geq 3-4$	7	3
Total		222	100

Based on table 10, it can be seen that from the aspect of seeking social assistance, 44% of students show high self-regulation learning, 27% are in the medium category, 19% are in the very high category, 6% are in the low category, 3% are in the in the very low category.

These findings indicate that self-regulation learning, seen from the aspect of seeking social assistance, is in the high category with a percentage of 44%. This indicates that students can seek social support, seek help from peers from teachers and others in helping them in the teaching and learning process.

11. Student self-regulation learning viewed from the aspect of reviewing records

Based on the data processing criteria used, a description of the self-regulation learning of students of SMK N 1 Solok based on the aspect of reviewing records can be seen in the following table:

Table 11. Description of self-regulation learning seen from reviewing records (n = 222)

Kategori	Interval	F	%
Category	≥ 16	4	2
Very high	$\geq 13-15$	40	18
High	$\geq 10-12$	132	59
Moderate	$\geq 7-9$	40	18
Low	4-6	6	3
Total		222	100

Based on table 26, it can be seen that from the aspect of reviewing records, 59% of students showed moderate self-regulation learning, 18% were in the high category, 18% were in the low category, 3% were in the very low category, 2% were in the category very high. These findings indicate that self-regulation learning from the aspect of reviewing records is in the medium category with a percentage of 59%.

Implications in Guidance and Counseling Services

Based on the research findings, students' self-regulation learning at SMK N 1 Solok are generally in the high category. However, there are still students who have moderate self-regulation learning. Therefore, BK / counselor teachers need to provide services to students in order to increase student self-regulation learning which is becoming a high self-regulation counseling. According to Syahniar (2013) counseling is very important in helping the creation of educational goals itself because BK teachers are important in developing student potential. This is in accordance with the objectives of guidance and counseling stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2004 that guidance and counseling services aim to help students / counselees achieve maturity and independence in their lives and carry out developmental tasks that include aspects personal, social, study, career as a whole and optimally. Khairul Amri, Syahniar & Herman Nirwana (2014), guidance is a process of providing guidance by an expert to an individual using various procedures or ways so that individuals can solve problems they understand. guidance is the provision of assistance by an expert to individuals using various procedures or ways so that individuals are independent in solving the problems they are experiencing, while counseling is the process of providing assistance based on interviews by an expert to those that lead to solving problems experienced by Willi P., Firman & Afrizal S. 2013).

The types of BK services that can be provided to students to improve self-regulation learning are:

1. Information services

Through information services, the counselor should try to equip individuals with knowledge of data and facts in all areas of life. (Neviyarni, 2016) revealed that services that try to equip individuals with knowledge of data and facts in the field of school education, work, and social personal development are information services. According to (Fitri, E., Ifdil, & Neviyarni, 2016). appropriate and adequate information, students will be able to consider alternative options, and be able to make plans and make decisions. By obtaining appropriate and adequate information, students can consider various alternative options, make plans and make decisions for personal gain in planning their daily lives (Fitri, Y, A, Firman, & Karneli Y, 2016).

Regarding self-regulation learning, BK / counselor teachers can provide information services such as how to increase self-regulation learning, the result of low self-regulation learning and other matters related to other self-regulation learning in the teaching and learning process in schools.

2. Content mastery services

Content mastery services, namely BK services that help students master certain content, especially competitions or habits in doing something useful in school or madrasah life, family and society in accordance with progress guidance and intelligent character according to competition and their interests. Hezy, Firman & Ifdil (2014) explain that content mastery services are services that can help students improve optimal learning outcomes by encouraging students based on good habits in learning activities.

As for matters related to improving individual self-regulation learning, counseling teachers can provide direction regarding rules, values, perceptions, attitudes and actions in daily actions or in the teaching and learning process in increasing self-regulation learning on themselves.

3. Individual counseling services.

Individual counseling services are guidance and counseling services that allow students to get direct face-to-face services in order to discuss and alleviate their problems, through individual counseling clients will understand their own condition, their environment, their strengths and weaknesses. Astarini (Sano, A., & Sari, 2019) individual counseling service is a counseling service organized by a counselor to a client in order to alleviate personal problems experienced by clients. There are matters related to increasing individual self-regulation learning by providing guidance on ways to improve self-regulation learning, training attitudes, and developing good learning habits in the learning process.

4. Group guidance services

According to Amri (Khairani & Karimah, 2020) group guidance services on task topics are able to make a large contribution to individuals to be able to improve understanding. Group guidance services are one of the guidance and counseling services aimed at a number or a group of people by utilizing group dynamics to obtain new information or understanding of the topics to be discussed, by utilizing the dynamics of groups of individuals who will begin to give opinions and speak in public.

Group guidance services are one of the guidance and counseling services that can train students' communication skills and help students overcome problems in communication (Syukur, Y, 2012). Group guidance services can train students to understand themselves, accept and assess themselves, and have expectations for themselves in order to improve self-regulation learning. Students can share ideas, experiences and motivate one another.

5. Group counseling services

Based on the research findings, counseling teachers can provide group counseling services to students. , through group counseling can develop communication skills so that they can provide mutual assistance to group members (Suryani & Khairani 2017). Group

counseling can also train individuals to train individuals to open themselves to better learning, and how to respect the opinions of others in the learning process.

Conclusion

Based on the results of research and general discussion, the overall self-regulation learning of SMK N 1 Solok students is in the medium category. The following are detailed conclusions based on aspects:

1. Student self-regulation learning at SMK N 1 Solok in terms of self-evaluation is in the low category.
2. Student self-regulation learning at SMK N 1 Solok in terms of organizing and transforming is in the low category.
3. Student self-regulation learning at SMK N 1 Solok in terms of the aspect of setting goals and planning (goal setting and planning) is in the medium category.
4. Student self-regulation learning at SMK N 1 Solok in terms of seeking information (seeking information) is in the high category.
5. Student self-regulation learning at SMK N 1 Solok in terms of keeping records and monitoring (keeping records and monitoring) is in the high category.
6. Student self-regulation learning at SMK N 1 Solok in terms of environmental structuring is in the high category
7. Student self-regulation learning at SMK N 1 Solok in terms of self-consequences is in the high category.
8. Student self-regulation learning at SMK N 1 Solok in terms of the aspect of repeating and remembering (rehearsing and memorizing) is in the high category.
9. Student self-regulation learning at SMK N 1 Solok in terms of seeking social support (seeking social assistance) is in the high category.
10. Student self-regulation learning at SMK N 1 Solok in terms of reviewing records is in the medium category.

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