

# Intervensi self-regulation empowerment program untuk meningkatkan regulasi diri pada siswa underachiever tipe if-then students = Self-regulation empowerment program to enhance self regulation skills in if-then type of underachiever students / RR. Ayu Ratih Puteri

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## Abstrak

### **ABSTRAK**

Underachievement terjadi saat ada kesenjangan antara prestasi siswa dengan potensi yang dimilikinya tanpa adanya kesulitan belajar atau gangguan fisik (Rimm, 1996) Underachiever tipe If-Then Students mengalami masalah prestasi karena mereka tidak melihat sekolah sebagai hal yang penting, mereka juga tidak memiliki kebiasaan belajar yang baik (Peters, 2000). Penelitian ini dilakukan untuk meneliti efektivitas intervensi Self-Regulation Empowerment Program (SREP) untuk meningkatkan Regulasi diri siswa Underachiever Tipe If-Then Students yang dimodifikasi dari model SREP yang dikembangkan Cleary dkk (2008). Penelitian dilakukan dengan desain tunggal AB. Hasil penelitian menunjukkan bahwa program intervensi berhasil meningkatkan keterampilan task-analysis, menetapkan tujuan dan menyusun rencana strategi pada siswa dan berhasil untuk meningkatkan keterampilan regulasi diri siswa tersebut.

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### **ABSTRACT**

Underachievement is a discrepancy between child's school performance and some index of the child's ability that occurs without any learning disabilities or physical impairments (Rimm, 1996) If-Then type of underachiever students experiencing performance problems because they don't see school as important thing, they also lack of good study habits (Peters, 2000). This study was conducted to examine the effectiveness of Self-Regulation Empowerment Program (SREP) to improve students' Self-Regulation in If-Then type of underachiever students. This program were modified from the SREP modal that was developed by Cleary, et al (2008). The study was conducted with a single case AB. The results showed that the intervention program successfully increased task-analysis, goals setting and strategic planning skills in the student, and improving the students' self-regulation skills.