

Program Peningkatan Manajemen Waktu dan Strategi Belajar untuk Memperbaiki Self Regulated Learning Siswa SMP yang Berasal dari Keluarga Miskin = Time Management and Learning Strategies Program to Improve Self Regulated Learning of A Junior High School Student from Poor Social Economical Background

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Abstrak

ABSTRAK

Kemiskinan seringkali merupakan faktor utama kegagalan akademik siswa yang ditandai dengan prestasi belajar yang rendah. Rendahnya prestasi belajar siswa miskin, terutama karena mereka tidak memiliki self regulated learning (SRL). Penelitian ini dilakukan terhadap seorang siswa SMP yang berasal dari keluarga miskin dan memiliki prestasi belajar rendah, dengan menggunakan desain penelitian single subject multifactor baseline (a-b) design. Program intervensi diberikan selama 1 bulan sebanyak 9 sesi, dengan menerapkan model SRL dari Zimmerman, Bonner, dan Kovach (1996). Penerapan model ini bertujuan meningkatkan keterampilan manajemen waktu dan strategi belajar untuk memperbaiki SRL siswa. Program intervensi dilaksanakan melalui tahap self evaluation and monitoring, goal setting and strategy planning, strategic implementation and monitoring serta strategic outcome and monitoring. Hasil penelitian membuktikan bahwa program peningkatan manajemen waktu dan strategi belajar terbukti efektif untuk memperbaiki self regulated learning siswa SMP yang berasal dari keluarga miskin. Hal ini ditunjukkan dengan peningkatan skor alat ukur Self Regulated Learning Interview Schedule (SRLIS) dan peningkatan pengetahuan serta strategi yang digunakan siswa dalam belajar sesudah dilakukan intervensi.

ABSTRACT

Poverty frequently becomes the main factor of student academic failure as marked by low academic achievement. Low academic achievement shown by poor students is mainly caused by lack of self regulated learning (SRL). This research is conducted on a junior high school student from a poor family with low academic achievement, using single subject multifactor baseline (A-B) research design. This one-month intervention program comprises of 9 sessions adopting SRL model from Zimmerman, Bonner, and Kovach (1996). The model aims to improve the student's time management skills and learning strategies in order to increase his SRL. Intervention undergoes stages of self evaluation and monitoring, goal setting and strategy planning, strategic implementation and monitoring and also strategic outcome and monitoring. This research shows that this time management skills and learning strategies program is effective to increase self regulated learning of a junior high school student from a poor family. This is evident in the increase of Self Regulated Learning Interview Schedule (SRLIS) scores and improvement of knowledge and strategies used by the student in his study in post intervention.