

Gambaran self regulated learning anggota Klub Tari Kencana Pradipa ditinjau dari aspek goal yang ingin dicapai = The self regulated learning behavior of Kencana Pradipa dance Group members reviewed from their goals

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Abstrak

Kelompok tari Kencana Pradipa mengalami pergeseran cara belajar. Anggota yang sekarang dirasa kurang serius dan tidak menunjukkan semangat yang setinggi anggota terdahulu. Belajar menari yang tergolong dalam kegiatan belajar motorik melibatkan proses-proses yang menandakan dibutuhkan self-regulated learning, yang digerakkan oleh goal yang ingin dicapai. Sebanyak 32 anggota klub tari Kencana Pradipa diminta untuk menuliskan goal mereka di Kencana Pradipa serta mengisi alat ukur Self-regulation Scale (SRS) yang mengukur enam komponen self-regulated learning. Berdasarkan goal yang disebutkan, partisipan dibagi ke dalam dua kelompok yaitu kelompok dengan goal meningkatkan kemampuan tari dan kelompok dengan goal lain-lain. Hasil pengujian statistik dengan independent sample T-test menunjukkan bahwa tidak terdapat perbedaan antara kedua kelompok tersebut dalam total skor self-regulated learning ($t = 1.194$, $p = 0.242$). Namun ketika ditinjau dari enam komponen self-regulated learning, terdapat perbedaan pada komponen reflection ($U = 71.00$, $p = 0.030$). Analisis tambahan menunjukkan bahwa terdapat perbedaan komponen self-efficacy pada partisipan yang tergolong sering terpilih dan tidak terpilih untuk mengikuti penampilan selama bergabung bersama Kencana Pradipa ($t = -2.635$, $p = 0.013$).

Members of Kencana Pradipa dance group are showing changes of learning behavior. The current members are not seen as spiritfull and serious as the past members on every learning session. Learning to dance is categorized as a form of motor learning, which involves processes that hinted the role of self-regulated learning, driven by the goal set. 32 members of Kencana Pradipa dance group were asked to write what theyre trying to achieve by joining Kencana Pradipa, and asked to fill the Self-regulation Scale (SRS). SRS is measuring self-regulated learning by its six components. After writing down goals, participants were divided into two groups, the first being those who want to improve their dancing skills and the second is those who have other goals. Statistical analysis using independent sample T-test method shows that there are no difference between the two groups in terms of self-regulated learning as a whole ($t = 1.194$, $p = 0.242$), but there is a significant different in the reflection component ($U = 71.00$, $p = 0.030$). Additional analysis shows that there is a significant difference in the self-efficacy component between participant who are often choosen to be a part of a dance team to appear in a show during their membership in Kencana Pradipa and those who are not choosen ($t = -2.635$, $p = 0.013$).