

Efektivitas Program Intervensi Regulasi Diri dalam Belajar Fase Forethought pada Underachiever Jenjang Sekolah Menengah Pertama = Effectiveness of Self-Regulated Learning Intervention Program for Middle School Underachiever on Forethought Phase.

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Abstrak

Underachievement merupakan kondisi dimana seseorang gagal mencapai potensinya. Fenomena ini relatif umum terjadi pada remaja terutama pada saat mereka memasuki masa transisi ke SMP. Hal ini dikarenakan mereka dituntut untuk beradaptasi dengan berbagai perubahan baik internal maupun eksternal. Beberapa penelitian menemukan bahwa underachievement disebabkan oleh kurangnya kemampuan regulasi diri dalam belajar. Penelitian ini bertujuan untuk menguji efektivitas The Self-Regulation Empowerment Program (SREP) (Cleary & Zimmerman, 2004) untuk membantu seorang peserta didik SMP underachiever meningkatkan kemampuan regulasi diri dalam belajar. Program ini berfokus pada peningkatan pengetahuan (domain kognitif) regulasi diri dalam belajar pada fase forethought melalui pemberian SREP. Analisis hasil dilakukan dengan melihat seberapa partisipan memenuhi indikator keberhasilan pada setiap sesi intervensi, perbandingan skor pre-test dan post-test, dan analisis kualitatif. Secara umum, partisipan berhasil memenuhi indikator keberhasilan sesi yang ditetapkan. Intervensi ini efektif dalam meningkatkan pengetahuan forethought regulasi diri dalam belajar pada aspek pemberdayaan dan penetapan tujuan, namun tidak pada aspek manajemen waktu. Prosedur dalam intervensi ini dapat diadaptasi oleh orang tua dan guru untuk membantu partisipan dalam melatih kemampuan regulasi diri dalam belajar.

.....Underachievement is a condition that/when someone fails to achieve his/her potential. This phenomenon predominantly occurs to adolescent, particularly during the transition to middle school. This is due to the fact that they are obligated to adapt to many internal and external changes. Several studies confirm that underachievement is caused by poor self-regulation skills in learning. To improve self-regulation skills in learning, Cleary and Zimmerman created The Self-Regulation Empowerment Program (SREP), that is specifically designed for adolescent. In this research, researcher adapted stated program to help a middle school student improve his self-regulation skills in learning. This program focuses on increasing the knowledge (cognitive domain) on self-regulation skills in learning at the forethought phase by means of SREP. The result analysis is performed by observing how well the participant achieve the success indicators, the comparison between pre-test and post-test score, and qualitative analysis. Overall, the participant was able to achieve all the success indicators in each session. This intervention program is effective in increasing knowledge on self-regulated learning at the forethought phase in empowerment and goal setting aspects. However, not in the time-management aspect. The procedures in this intervention can be adapted by parent and teachers to help participant in improving participants self-regulated learning ability.