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## **The Effectiveness of Training "Success with (BEST) Effective Learning Focused and Relax" to Improve Self-Regulated Learning in Vocational High School Students**

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### **ABSTRACT**

Vocational High School (SMK) is one of education that combines academic and vocational education. Vocational subject hours in vocational curriculum has a load of 24 hours a week containing practical activities. In vocational education setting, students are required to work and learn independently and be able to modify the environment to make it more adaptive to accommodate the learning needs of students that are expected to create learning goals and knows how to achieve the learning objectives. Answer this problem, the researchers propose a training named "Success with BEST (Learning Focused and Relax) that use the basic theory and training stages as in reality therapy. This study is a quasi-experimental study with experimental design one group pre-post design. The participants are 11 tenth-grade students in SMKN 8 Surabaya. The data are collected by self-regulated learning scale for high school students. The data were analyzed using non-parametric statistical Wilcoxon signed rank test. The results of the data analysis of the subject scores on all three measuring tool shows Z value of -2,937 with  $p = 0,003$  ( $p < 0,05$ ) so that it can be concluded that the training Success with Effective Learning Focused and Relax (BEST) can improve self-regulated learning in students X. Effect size class training showed a score of 0,461, which means training Success with Effective Learning Focused and Relax (BEST) provides a strong enough influence on self-regulated learning participants. The researchers suggested that using this training to students in all grade levels.

**Keywords:** vocational students, self-regulated learning, effective learning, reality therapy

### **INTRODUCTION**

Based on the Minister of Education and Culture Regulation No. 70 of 2013 (Permendiknas, 2013) concerning the implementation of secondary school curriculum, it is stated that the curriculum structure in vocational high school (SMK/MAK) is designed to be the same as senior high school (SMA/MA), which is basically a secondary school with two compulsory subject groups. The subject of group A (religious education, citizenship education, Indonesian language, mathematics, Indonesian history, English) and the subject of group B (arts and culture, physical education and sports, craftsmanship and entrepreneurship). Then the difference between vocational high school (SMK/MAK) and senior high school (SMA/MA) is in the group of specialization subjects. In senior high school specialization subjects are academic specialization while in vocational high school specialization subjects are academic specialization and vocational specialization.

Related to the government regulation number 70 of 2013, in vocational high school is not only get the compulsory subjects but also should take academic specialization and vocational subjects. Academic specialization has the understanding of general subjects that must be taken because they form the basis of the theory of each chosen expertise program. Vocational basically leads to expertise competencies that will be owned by graduates from vocational high schools. SMKN 8 Surabaya itself is engaged in tourism expertise and also has the same curriculum as stipulated in government regulations. If a comparison is made, the number of hours of senior high school student learning is 42 hours per 10 weeks while vocational student is 48 hours per week, vocational schools have more 6 hours of study per week.

The facts like this will certainly greatly influence the process of student learning activities in schools so that vocational students should be required to have the ability to regulate the learning process in order to meet the competency standards set by the government so that they can achieve academic success. According to Gruwel-Brand, Jossberger, Boshuizen, & van de Wiel (2010) school environment with a

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setting like vocational high school, students are required to work and study independently and be able to modify their environment to be more adaptive in accommodating students' learning needs so that they are expected to be able to make their learning goals and know how to achieve these learning goals.

Related to the learning demands in vocational high school that are so large, it turns out that conditions in the field have not shown progress toward meeting these learning demands. This is proven through the results of a survey conducted by the researchers on 78 students of X class beauty majors at SMKN 8 Surabaya which showed that 91% of students majoring in beauty did not have planning in learning and did not use any learning strategies when they were educated in school. 91% of students do not have a regular schedule for studying outside school hours. 33,3% of students stated that their biggest obstacle in learning was feeling lazy, 45% of students stated that mood or feeling conditions were the biggest obstacles in learning (Laili, 2015).

This data is also strengthened by the results of the distribution of scores from the scale of self-regulated learning given to beauty X class students as preliminary study data, from 78 students who become the respondents, 21 students or 27% have low self-regulated learning (SRL) scores (Laili, 7 April 2015). These things indicate that vocational students especially beauty majors experience problems in learning and it is still difficult to lead themselves in learning activities outside school hours. The survey results are also supported by the results of a focused group discussion (FGD) conducted by the researchers of 5 students in beauty X class and 3 students in food service X class. The results of the discussion showed that 4 of them entered vocational school because they followed the instructions of their parents so they did not seriously study at school. Most students do not understand what learning planning is and how to do learning planning, they also do not have a regular study schedule outside of school hours, only two or three students who take private lessons outside of class hours. Furthermore, these students are easily influenced by mood when studying or doing assignments (if they are not in the good mood then they do not study), and when they have difficulty in doing their assignments they are afraid to ask the teacher and prefer to copy the results of their friends' work (Focus Group Discussion, 2015).

Based on the facts that occur in the field, the researchers propose an intervention that is theoretically able to overcome the problems. Interventions in the form of training with the title Success with Effective Learning Focused and Relax (BEST), which each stage is based on the stages in reality therapy. Reality therapy itself has 4 stages, namely: wants, direction, evaluation, and planning which according to Banks (2011) and Kianipour & Hoseini (2012) are able to effectively improve the self-regulated learning of high school students.

Teurling and Van der Sanden, 1999; Vrieze, Van Kuijk, and Van Kessel, (2001 in Gruwel-Brand, Jossberger, Boshuizen, & van de Wiel, 2010) stated that students in educational environments that prioritize practice will certainly challenge the students to gain knowledge, skills in learning, and attitudes related to his work. Such challenges make students have to develop their attitude to work independently and be able to learn many things independently such as self-regulated learning theory. A study identified self-directed learning and self-regulated learning as a key skill in learning and achieving high-quality performance (Knowles, 1975; Van de Wiel, Szegedi, and Weggeman, 2004; Zimmerman, 2006 in Gruwel-Brand, Jossberger, Boshuizen, & van de Wiel, 2010).

Related to the research on self-regulated learning, many researchers raised a variety of intervention methods in improving self-regulated learning. One of them is Priyambodo (2013) whose research results state that self-regulated learning in first-year students at the Faculty of Psychology, Airlangga University can be improved through interventions that use group counseling methods. Other research conducted by Ermida (2015) and the results stated that the intervention model using the training method of self-regulated learning strategies conducted in a group can improve the ability of self-regulated learning of first year students. In line with this, the results of research from Banks (2011).

Ormrod (2000) states that to improve self-regulated learning a student needs to be trained to improve his learning activities by setting up some of his own learning goals and then monitoring progress in achieving these goals. Students need to be given a number of activities in the form of group activities that focus on changing behavior and self-regulation. This group activity will be directed in the form of training which is based on the stages in reality therapy proposed by Glasser and Wubbolding (in Corey, 2009). The work of training is to train participants to be able to explore the aspects of want, direction, evaluation, and planning. This aspect is the stages in reality therapy. Want is the first stage of the reality therapy process in which participants are able to find their desires. Direction is the ability of participants to find out what they have done in achieving their desires. The evaluation stage is when participants are

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able to assess whether the things they have done are approaching or moving away from their desires. The last stage is planning, where participants are invited to make short, medium and long-term plans to achieve their desires. Exploring these aspects aim to make participants aware of their desires and goals in learning and to remind them that every action taken will have responsibilities that must also be shouldered by an individual (Glasser, 2003 in Corey, 2009).

Based on the facts and data presented above, an intervention is needed to overcome the problem of self-regulated learning that occurs in students of SMKN 8 Surabaya. SMKN 8 Surabaya were the target of the study, X class that had just received a vocational high school education for almost one year, which meant they were still in their teens. Characteristics of adolescents according to Santrock (2003) is someone who is still in the search for identity and is still in the process of regulating and controlling his emotions which fester and often underestimate the little things. These characteristics turned out to affect many aspects of their lives including learning. Therefore, the form of intervention that is considered most appropriate for students' conditions is training that uses a reality therapy approach. Then in order to be able to leave a deep impression on the participants who are still teenagers, the researchers decided to give the name of the training a short and easy to remember by the participants namely the Success with Effective Learning Focused and Relax (BEST) which is believed to be able to improve the participants' self-regulated learning.

**RESEARCH METHOD**

The research design conducted by the researchers is one group pre-post design. This experimental research design did not have a control group and did not go through a randomization process (Seniati, Yulianto & Setiadi, 2005). The researchers' reason use this design is that the researchers will select research subjects based on subject scores on a scale of self-regulated learning for school students. Subjects who get low scores on this scale will be the subject of research, thus not all students in X class will be the subject of the research.

2.1. The operational definition of independent variable (X) is SUCCESS WITH BEST training (Effective Learning Focused and Relax) where the training stage used is reality therapy approach proposed by Wubbolding (2007 in Corey, 2009), the stages include want, direction, evaluation, and planning.

2.2. The operational definition of the dependent variable (variable Y) in this research is an independent effort from a person (in this research is X class student majoring in beauty at SMKN 8 Surabaya) in managing their learning system independently. In this case he is able to plan, process, and evaluate independently the results of his learning, and to support the learning process, he also regulates the learning environment both in terms of physical (for example, places to learn, conditions of learning) and in terms of social (for example, study partners ) (Zimmerman, 1988).

The subjects of this research were students of X class in SMKN 8 Surabaya. The research subjects will be selected based on a scale of self-regulated learning scale for school students, the students who have low scores on that scale.

**RESULTS AND DISCUSSION**

**Table 1: Data Distribution of Self-Regulated Learning**

Category	High	Medium	Low
Total	24	33	21

Training participants are students who have a low category score based on group norms that have been compiled then obtained 11 students who meet the training criteria, which have a score below 129. The data for prospective trainees with a scale score can be seen in the table below:

**Table 2: Students' Score of Low Category in SRL Scale who become the Participants**

No	Name	Score of SRL Scale
1	FO	124
2	RL	124
3	RS	105
4	AD	102
5	RR	121
6	NF	124

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7	ER	121
8	NV	119
9	TB	120
10	SN	122
11	SO	123

Research hypothesis testing is done by testing the overall pretest and posttest scores of participants on the self-regulated learning measurement tool. The pretest and posttest scores of the measuring instrument are as follows:

**Table 3: Students' scores on measuring instruments of SRL**

No	Name	Pretest	Posttest	Difference
1	FO	124	128	+4
2	RL	124	145	+21
3	RS	105	114	+9
4	AD	102	118	+16
5	RR	121	131	+10
6	NF	124	137	+13
7	ER	121	135	+14
8	NV	119	150	+31
9	TB	120	141	+21
10	SN	122	153	+31
11	SO	123	130	+7

Before determining parametric or non-parametric statistical analysis, the researcher must do the assumption test first, namely the normality test and the variance homogeneity test. Thus it can be concluded that there is an increase in the attitude of X class students towards self-regulated learning after receiving the training "Success with Effective Learning Focused and Relax (BEST)". Furthermore, the results of this statistical test can also be the answer to the problem formulation so that the research hypothesis is accepted that Success with Effective Learning Focused and Relax (BEST) can improve the self-regulated learning of vocational high school students in SMKN 8 Surabaya.

The data on the evaluation of behavioral aspects was obtained from the inter-rater interview process to the trainees and was conducted in 2 interviews, namely before and after the training Participants Score on Behavior Aspects Evaluation

**Table 4: Students' scores on evaluating aspects of behavior**

No	Name	Pretest		Average Pretest	Posttest		Average Posttest
		Int. 1	Int. 2		Int. 1	Int. 2	
1	FO	23	23	23	32	36	34
2	RL	34	34	34	36	35	35,5
3	RS	20	20	20	21	22	21,5
4	AD	22	24	23	28	28	28
5	RR	27	26	26,5	26	30	28
6	NF	35	29	32	36	32	34
7	ER	17	16	16,5	17	19	18
8	NV	33	34	33,5	37	38	37,5
9	TB	27	31	29	38	38	38
10	SN	31	35	33	36	36	36
11	SO	18	16	17	24	27	25,5

In behavior aspects of the data, the assumption test is performed first to determine the data analyzed using parametric or non-parametric statistics, namely the normality test and the variance homogeneity test. Thus it can be concluded that there is an increase in the self-regulated learning behavior of X class students after receiving the training "Success with Learning Focused and Relax (BEST)".

The results of statistical analysis on the SRL scale show that there is an increase in self-regulated learning for participants after attending the training, so this ability proves that this research hypothesis is accepted, namely the Success with Learning Focused and Relax (BEST) can improve self-regulated learning of vocational high school students in SMKN 8 Surabaya. The theoretical explanation needs to

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support the data above, the explanation is between Success training with Effective Learning Focused and Relax (BEST) which uses a reality therapy approach with self-regulated learning which have planning stages that according to Wubbolding (2007 in Corey, 2009) in these stages taught to arrange learning plans that are simple, easy to do, and suitable with the abilities of each participant. Besides being taught to plan, participants were also asked to specify when the plan would be implemented. The plan must be able to be done within a short time of preparing the plan. While the planning stage in the dimension of self-regulated learning is the dimension of improving personal functions in which there are indicators of goal setting and planning (Zimmerman & Martinez, 1990).

## CONCLUSIONS

The results showed that the training "Success with Effective Learning Focused and Relax (BEST)" can improve self-regulated learning of X class students of SMKN 8 Surabaya. Some suggestions that can be given in this study are:

For the next researcher:

- a. Use more appropriate and comprehensive measuring tools that can measure aspects of understanding, perception, and self-regulated learning behavior of participants.
- b. Module development is more operational, it is carried out over a longer period of time (3 to 5 training days) to make it easier for participants to learn the material and all the necessary data can be extracted.
- c. Expanding the number of research subjects so that research results can be generalized to a wider population.
- d. The use of a control group in the design of the experiment so that the researcher can find out in detail about the effects of training on the group that received training (the experimental group) with the group that did not receive training (the control group).
- e. Evaluate the result level especially for subjects chosen by the participants as prerequisite subjects that support participants to achieve their desires so that the effectiveness of the training can be seen more clearly on students' academic achievement.

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