

SELF-REGULATED LEARNING: IMPLICATION FOR SCHOOL COUNSELOR

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Abstract: 21st-century learning requires students to have many skills that support their academic achievement in school. One of the predictors of student learning achievement in school is self-regulated learning. Self-regulated learning assists students not only in establishing an efficient learning approach, but also in identifying a lack of knowledge and determining the help required to aid their learning process. Low student motivation, the adoption of inefficient tactics, and low self-regulation can all have an impact on student academic achievement. The purpose of this study is to define the role of school counselors in removing impediments to students' success, improving students' learning environments, and supporting students' academic progress as implications for school counselors. The method used in this study is a systematic literature review. Data were obtained from various research or non-research scientific articles and books relevant to the research title. The study results stated that school counselor services support students' academic achievement, namely self-regulated learning. The focus of services for self-regulated learning students is related to increasing metacognitive, motivational, and behavioral. This study explained several approaches to help students have self-regulated learning that supports academic achievement.

Keywords: Self-Regulated Learning, Academic Achievement, School Counselor

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INTRODUCTION

Education 21st century challenges students are encouraged to develop characteristics such as creativity, originality, critical thinking, problem-solving skills, the ability to make judgments, a willingness to learn, and the ability to

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manage components of the cognitive system (metacognition) in order to meet the problems of the twenty-first century. The challenges that occur due to pandemics and rapid technological advances affect the learning process and academic performance of students. In another way, technology supports learning if students engage in online learning activities with due regard to their time and effort to achieve learning effectiveness (Hong et al., 2020)

Effective and motivating learning can help students achieve academic success. Purpose attainment for students in learning is particularly significant, according to study from (Pravesti et al., 2020) explain that the purposes in learning is very important because it can result in directed self-management in academic tasks. The findings of the study show that students who achieve the goal of learning have a preference for mastering the subject and adaptive motivational beliefs, such as a positive attitude toward the value of the task, self-efficacy, perseverance, and greater effort, all of which involve deeper cognitive levels and higher levels of self-management.

(Zumbrunn, 2011) explain that important predictor of student academic motivation and achievement is self-regulated learning (SLR). This statement supported by research from (Handaka et al., 2019) that students need self-regulated learning as a skill to be able to achieve optimal academic achievement. Self-regulated learning aids students in establishing an effective learning strategy and identifying areas of confusion and need in order to obtain the assistance required to help their learning process (Zimmerman, 1989). Self-regulated learning is one of the most essential components in the academic achievement, according to research from numerous experts (Kristiyani, 2016). Low student motivation, the use of ineffective tactics, and low self-regulation all have an impact on student academic success.

A professional school counselor's role is to remove barriers to children's progress, to improve students' learning environments, and to boost academic performance (America School Counselor Association, 2005). Guidance and counseling services prioritize optimum development, while social-personal guidance and counseling services serve as a medium for assisting students in achieving optimum development. "It is realized through attitude, conduct, skills, and the ability to manage learning quickly and successfully on their own while also being productive." The goal of guidance and counseling (in personal and social issues) is to help students achieve their full potential" (Gysbers & Henderson, 2006). Attitudes, skills, behavior, efficient, effective, and productive self-regulated learning are the best forms of development.

Self- Regulation

Self-regulation is a concept of a social cognitive theory that views the interaction between individuals, behavior, and the environment. Bandura (Kuntz & Gomes, 2012) states that humans are individuals who can regulate themselves in aspects of thoughts and feelings as well as efforts that arise due to internal and external stimuli. Self-regulation is a human effort to control behavior according to ideal standards and goals influenced by social environmental factors. Change behavior to conform to the rules, as desired. (Zimmerman, 1990) suggest self-regulation is the whole process of self-regulation that involves thought, feelings, and behavior in determining and achieving goals. Based on understanding rather than experts, self-regulatory becomes an important thing that needs to be owned by learners in helping to adapt to the environment that supports interaction as an individual and social creature.

Self-Regulated Learning

Several terms are similar and similar to self-regulation, namely metacognition and self-regulated learning. The term metacognition first appeared in 1970 to describe that metacognition is an aspect of a person's development in monitoring or thinking about his cognition. In 1986, Bandura described the development of self-regulation which emphasizes regulation in many area that is behavior, emotions and cognition. Bandura also explained that one aspect of self-regulation is self-efficacy and motivation. Self-regulation gave rise to a more specific interest in the academic area. Zimmerman coined the term "self-regulated learning" to describe a unique approach to academic self-regulation that emerged in the early 1980s and became very popular in the 1990s, emphasizing cognitive, motivational, and environmental factors (Kristiyani, 2016)

Other opinions about SRL is

“To achieve a goal, self-regulated learning entails self-generation and self-monitoring of thoughts, feelings, and behaviors. These objectives could be academic (increasing reading comprehension, becoming a more structured writer, learning how to multiply, asking the right question) or socioemotional (managing anger, getting along better with peers). (Santrock; John. W, 2011). So, self-regulated learning is about strategy that support student in learning and have effect for many area like cognitive, emotion and behavior.”

The following are some examples of self-regulated learning: (1) set goals for expanding their knowledge and maintaining their motivation, (2) are aware of their emotional makeup and have strategies for managing their emotions, (3) monitor their progress toward a goal on a regular basis, (4) fine-tune or revise their strategies based on the progress they are making, and (5) evaluate obstacles that may arise and make the necessary adaptations (Winne, 2005).

To the high-achieving student in learning, self-regulated learning has an effect (Santrock; John. W, 2011). Teaching students techniques to develop self-regulation skills, as well as how to manage emotions, has been discovered by researchers to be beneficial to students in many academic areas.

Factors Affecting Self-Regulated Learning

According to Alwisol (2014), the factors influence self-regulated learning are :

1. Internal factors. (a) Self-observation : carried out based on behavior that appears in quantity and quality. Individuals must be able to control behavior as a whole, even though it is not perfect because individuals tend to choose some behaviors and tend to ignore other behaviors. The object of individual observation depends on his interests and self-concept. (b) The process of assessing behavior (judgmental process) is to assess behavior by personal standards owned, comparing it with standard values and norms in the social environment. (c) Self-reaction : self-reaction arises from the results of observation and self-assessment positively or negatively.
2. External factors; two external factors affect self-regulation. First, external factors provide standards for evaluating behavior. The results of social interactions can influence and shape the standard perspective of individuals socially. Through interactions with others, individuals learn to observe and assess behavior. Based on the experience of the environment, the individual learns an object positively or negatively. Observations and experiences from the social environment can shape perspectives and learn and behave. Second, reinforcement factors can influence the development of self-regulation. Internal reinforcement sometimes does not have a significant impact, individuals need external reinforcement as an acknowledgment and reward so that individuals can decide and choose to do and carry out the behavior again.

Implication for School Counselor

Guidance and counseling services are an important element of the educational process because they assist students reach their full potential in terms of personal, social, academic, and career development (Depdiknas, 2008). Thus, the implementation of guidance and counseling services in schools is oriented as an effort to facilitate the development of student potential that includes personal, social, academic and career aspects or related to the personal development of cons as biopsychosociospiritual dimensions (biological, psychic, social and spiritual).

ASCA (2005) proposes a four-pronged delivery strategy for school counselors to satisfy the requirements of their pupils. This delivery system is made up of the following components: (a) school guidance curriculum, (b) individual student planning, (c) responsive services, and (d) support system (ASCA). Service area guidance and counseling include academic, personal, social and career. Other definition about guidance and counseling is

“Guidance and counseling have been influenced by paradigm and practice which direct to profession and renewal in emphasizing of giving help also support to students on academic achievement, social justice advocacy, and counselor accountability. Academic achievement is seen as a complex relationship between individual ability, self-perception, examination to tasks, hope towards success, cognitive strategy and self-regulation, gender, parenting style social-economic status, performance, and attitude of individual towards school (Clemons, 2008).”

Implementations of guidance and counseling at school can support educational system. Guidance and counseling service at schools can help students to cope with the demands of learning and personal development. The effective guidance and counseling service at school have positive impact for student development. When guidance and counseling services are not effective and face many challenges, students' adaptation becomes threatened leading to low academic performance, misbehavior, and dropout cases [2]. It is believed that when counselors have time, resources, and the structure of a comprehensive program to work in, good things happen i.e. guidance and counseling interventions improve academic achievement, students take more demanding courses, develop and use career plans and learning and teaching institutions will have more positive climates [3]. In the words of Paolini (2019) [4] school counselors can utilize guidance and counseling techniques to enhance academic achievement and emotional wellness of all students, mitigate gun violence, use

proactive strategies to combat bullying, as well as intervene on student substance abuse and its consequences on academic performance and student wellbeing (Arfasa & Weldmeskel, 2020).

METHOD

A systematic literature review was used in this study, which involved acquiring data from the library, reading, taking notes, and processing research materials. Several data reports, as well as past research on self-regulated learning and its implications for guidance and counseling services, particularly for counselors, are used as sources of information. This comprises journals and linked items from electronic media that contain the keywords "self-regulated learning" and "implication for counselor," which are the study's core topics. Data was gathered from a variety of scientific publications and books, both research and non-research, that were pertinent to the study's theme. Data and discoveries are gathered, handled, and then critically examined to get information. Self-regulated learning is the unit of analysis, and the counselor's implications are discussed. As a result, our research clarified a number of methods to help students have self-regulated learning as implication for school counselor.

FINDINGS AND DISCUSSIONS

Self-regulation is the ability of individuals to regulate their thoughts, feelings, and behavior to achieve goals and support many area on student. In this study, self-regulated learning (SRL) is the ability of the individual to regulate and direct thoughts (metacognition), motivation, and behavior in the learning process and academic achievement. Several experts (Gettinger & Seibert, 2002; Pintrich & Schunk, 2002; Weinstein et al., 2000 in Kristiyanti; 2016; 10) low student motivation, the use of inefficient tactics, and low self-regulation are all factors that influence student academic progress. This condition shows that self-regulated learning is one of the important factors in the process of academic achievement. Individual achievement is not only influenced by IQ, but also self-regulation (Susanto, 2006). Self-regulation has 56.6% effect on students' learning motivation (Apranadyanti, 2010). Self-regulated learning is the ability that students in school need to support academic achievement.

The presented discussion implies a distinction between self-regulated strategies and self-regulated processes. Zimmerman (1989) was the first to make the distinction. Self-regulated processes include metacognitive i.e., planning,

goal setting, organization, self-monitoring, self-evaluation), motivational (i.e., self-efficacy, self-consequencing, internal task interest, efforts and endurance), and behavioral processes (i.e., seeking assistance, seeking information, seeking for the appropriate learning environment, self-instruction, and self-reinforcement, etc.). By way of contrast, self-regulated strategies are actions and processes that eventually lead to learning or skill. Perceptions of self-efficacy are an example of self-regulated processes; intermediate goal-setting is an example of self-regulated strategies (Henderson, 1986; Paris, Lipson, & Wixson, 1983; Pintrich & De Groot, 1990).

Most scholars and researchers in the field agree on at least fourteen strategies: (1) self-evaluation, (2) organization, (3) transformation, (4) goal setting, (5) planning, (6) information seeking, (7) record-keeping, (8) self-monitoring, (9) environmental structuring, (10) self-consequences, (11) rehearsing, (12) memorizing, (13) seeking social assistance, and (14) reviewing (Nodoushan, 2012).

The role of school counselors in facilitating the achievement of academic ability to be optimal is needed, because good academic achievement needs to be supported by good self-management. Arrieta's research, et.al said that help is needed for students to be able to have skills in dealing with problems other than just completing their learning tasks. In addition to just completing their learning tasks. In this case teachers in schools need to collaborate with counselors to provide psychological first aid to the students. Emotional support in online learning or post-pandemic learning, becomes the main thing that needs to be considered so that students can adapt to various conditions. This supports in the improvement of student's academic performance in school. The online counseling session should include regular monitoring to help them in dealing with these issues (Kant, 2020).

School counselors have a great chance to address these abilities with some strategy like classroom, small group counseling, and individual counseling. School counselors encourage learners to become self-regulatory learners so that students have a responsibility for their behavior, to be educated and to be contributing citizens to society. Then for students to understand that learning is an individual experience that requires active participation and student dedication (Santrock; John. W, 2011).

Based on a study from (Mulawarman et al., 2020) that provide a critical review of implementation and application of classical guidance with format flipped classroom in coping with the advance of technology as an effort that can

be made by school counselors to make innovation in guidance and counseling service at schools. This research method is a literature study. This study collected and analyzed relevant journals related to the use of the flipped classroom. Class guidance with flipped classroom format has the potential to help school counselors to manage classical guidance and stimulate students to be active, communicative, and contributive to the process of guidance so that the topic presented can be addressed directly. In addition, by doing this, it is expected that students can develop themselves well in their social, academic, and career life.

Flipped classroom guidance can use by a school counselor to make innovations in performing classroom guidance services. The topic that is to be discussed is self-regulated learning. This activity based on the need of the student, creating a service program plan, then set up the activities that the students will do in pre-class activity and inside the class, the implementation of the activities and evaluation, and follow up.

According to another study, Fitch et al. (2019), the study also related the importance of nonacademic cognitive characteristics, such as locus of control, to academic achievement. It has been demonstrated that group work, in particular, promotes academic achievement (Wegge, 2000). A solution-focused goal-setting group is a dynamic example of an academic support group that is interactive, student-centered, and beneficial in enhancing academic skills connected to self-regulated learning. Counselors offer academic support groups and advise students on how to apply for group work in these settings. So, setting group work can help counselor develop self-regulated learning for students. Based on the research, the approach that school counselors can do in providing services in group settings is to use the solution-focused goal-setting group approach. Goal planning, analyzing strengths, rating progress on goals, and sharing examples of previous accomplishments to encourage future growth are all part of the intervention. "Researched the impact of group goal planning and came to the conclusion that such groups can improve performance and motivation." Increased social support and the sharing of study skills are likely variables that affected these increases." (Wegge, 2000).

The study from (Pravesti et al., 2020) showed that empirically SRL influenced by cognitive, motivation, and behavior. Guidance and counseling's personal-social goal is becoming the students' goal in achieving optimal development. As a result, self-regulated learning is critical. Gaining an understanding of self-regulated learning has the potential to provide useful

knowledge. Based on the findings of that investigation, another study from (Saputra et al., 2021) explain that

“Creative Cognitive-Behavior Counseling Model (CCBCM) was categorized as feasible to be applied by school counselors to develop students' self-regulated learning (SRL) based on assessments by expert guidance and counseling. CCBCM can also effectively improve students' SRL. Counselors can use CCBCM as a counseling strategy to enhance students' SRL at school.”

In addition, motivation of the students have effect to the academic achievement in students. So, the students must be engaged in learning, be motivated to use learning strategies and have self-regulating learning to solve academic tasks.

The Student Success Skills (SSS) intervention was a school-based cognitive-behavioral intervention study that had a direct impact on academic attainment. The SSS is one of the interventions that directly targets the enhancement of these students' self-efficacy and accomplishment views. School counselors should use classroom guidance sessions to explicitly self-efficacy beliefs and their relationship to academic values, goals, and competency as a focus of guidance and counseling service. The Student Success Skills (SSS) intellectual conduct mediation metacognitive, social, and self-management abilities. The SSS intercession uses little gatherings and study hall direction to explicitly target and help metacognitive cycles and abilities to improve scholastic accomplishment in math and increase positive student' practices in the classroom

Sink (2005) suggests that school counselors facilitate students exhibition on academic instructive expertise areas and emphasizes intercessions impacting to student's cognition and metacognitions. Sink warns that student have risk of losing motivation, focus, and self-control as they transition from immaturity to adulthood. Sink continues argue that student must learn about learning techniques, practice and use memory processes, develop data gathering abilities, and have the ability to create and organize their school and home lives. According to Sink, the ideal way to convey these psycho-educational examples is through large and small gathering exercises. These intercessions and ideas can be combined to form CBT mediations. CBT are psycho-instructive inerventions; they show methodologies for controlling and evolving individual social practices, they strongly influence intellectual and metacognitive

functioning, they improve authoritative and acquiring abilities, and they teach students techniques to overcome tension and other barriers to progress.

Based on the study, counselors need to have both theoretical and practical skills to be able to provide direct services to students in order to facilitate and assist students in facing problems in learning. The capacities that should be the fundamental objective of the assistance are identified with (a) student inspiration, (b) students' convictions about their capacity to perform undertakings, (c) students' capacity to control and divert enthusiastic reactions to assignments, and explicitly the crystallization of these three convictions, and (d) the students' scholarly qualities, objectives and skill convictions (Pintrich and De Groot, 1990; Roeser, Strobel, and Quihuis, 2002).

Students' enthusiastic reactions to undertakings are frequently communicated through regrettable outlets; like tension and stress. Using intellectual social mediations in center schools may emphatically influence academic accomplishment, yet in addition diminish pressure and anxiety, which adversely sway peer prominence, increment gloom, and fuel consideration shortages and loneliness (Barabasz and Barabasz, 1981; Ergene, 2003; Fisher, Masia-Warner, and Klein, 2004; Keogh, Bond, French, Richards, and Davis, 2004; Kiselica, Cook, Thomas, and Reedy, 1994).

Utilizing intellectual conduct intercessions to intercede and assist understudies with controlling intellectual points of view would straightforwardly affect these metacognitive effects on student learning; subsequently, emphatically affecting academic accomplishment. Intellectual Conduct Treatment mediations in center school would primarily be worried about assisting students with acknowledging three things: what their idea designs mean for their conduct, how they can assume responsibility for these idea examples and how they can apply intercessions to impact conduct change (Corridor and Hughes, 1989). As of late, school counselors have been especially mindful of how their intercessions add to the expansion student academic accomplishment (Brigman and Campbell, 2003; Brown and Trusty, 2005; Sink, 2005a; Sink, 2005b; Webb, Brigman, and Campbell, 2005). This is expected, to some degree, to the expanded spotlight on defending school advising itself through its effect on scholastic accomplishment in students and other proof based practice called for by the ASCA Public School Directing Model (2005). All through the model, ASCA supports that school counselors center around advancing and improving students learning. This is particularly proper considering the way that most youths who get emotional well-being

administrations do as such at school (Rancher, Consumes, Phillips, Angold, and Costello, 2003).

Recently, school counselors have been particularly conscious of how their interventions contribute to the increase of student academic achievement (Brigman and Campbell, 2003; Brown and Trusty, 2005; Sink, 2005a; Sink, 2005b; Webb, Brigman, and Campbell, 2005). This is due, in part, to the increased awareness its impact on student scholastic achievement and other evidence-based practice mandated under the ASCA Public School Directing Model (2005). ASCA support school counselors to focus on progressing and improving students' learning throughout the model. This is particularly appropriate in light of the fact that the majority of youths who receive emotional well-being services do so at school (Rancher, Consumes, Phillips, Angold, and Costello, 2003).

CONCLUSION AND RECOMMENDATION

One of the aspects in achieving student academic progress is self-regulated learning. When individuals have self-regulated learning, it is assumed they have the skills to manage themselves and understand learning responsibilities, have good goals and strategies that support the learning process. Online learning requires learners to have good learning skills, so that students have good self efficacy, good self regulatory and an understanding of learning strategies that support the implementation of a conducive learning environment.

With self-regulated learning, a person's success is not only reviewed from environmental factors, but reviewed from the ability of individuals to design strategies to increase their learning potential. The ability to monitor thoughts, feelings, and behaviors in achieving academic goals as well as socio-emotional goals is the meaning of self-regulated learning. School counselors, have an extraordinary chance to focus on these abilities in the classroom, in little group, and in individual guide and counseling. Therefore, there needs to be a role of school counselors who provide services to support self-regulated learning in students so that students have learning skills that support, So that even though online learning, students still have a learning responsibility. The services that counselors can provide focus on three things: metacognition, motivation, and behavioral process.

Some approaches that can be done such as classroom guidance that can use flipped method and discuss self-regulated learning. In group setting, the approach used is to use Solution-Focused Groups. In individual counseling

services, can use CCBCM (Creative Cognitive-Behavioral Counseling Method) as counseling strategy to enhance students' self-regulated learning at school. Another method is to use The Student Success Skills (SSS) cognitive-behavioral intervention study, which is a school-based cognitive-behavioral intervention study that has been shown to positively improve academic achievement (metacognitive skills, social skills, and self-management skills). Some of the strategies used by school counselors can help to increase self-regulated learning, that is helpful to students academic achievement.

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