



Research Article

Examining The Effects of Guidance and Counseling Services to The Self-Regulated Learning for College Students

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Abstract

The aim of study is to get the effect of self-regulated learning in the guidance and counseling services for students. Research model is quantitative by using correlation design to predict the values and model of the relationship between variables. Data collection tools in this study used four scales, among others interest to learning scale, motivation to learning scale, study habit scale, self-regulated learning. The result from this study shows that there is direct effect of interest and motivation with independent learning in the amount of 0,031 or 3,1% and there is direct effect of interest and motivation with behaviour to learn in the amount of 0,687 or 68,7%. The result showed that empirically proven that cognitive, motivation, and behaviour influence to self-regulated learning. The personal-social purpose of guidance and counseling is becoming the students' target in achieving optimal development. Therefore, self-regulated learning is extremely necessary. Obtaining the insight about self-regulated learning has the potential to give valuable information.

Keywords:

Self-regulated learning, guidance and counseling, college students

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Introduction

Current development in education world (including guidance and counseling) faces various challenges starting from global, national, and local challenges. Willard (2016) states that in global order has been identified ten challenges in 21st century which are speed, convenience, age wave, choice, life style, discounting, value added, costumer service, techno age, quality control. In national order, there is challenge to create education order which can result thinker source so that can build social, economy, and conscious of knowledge orders. Similarly, the skills that should be held by teachers in the 21st century according to Griffin & Mc Gaw (2012) is divided into four important skills that is the way of thinking, way of working, tools of working and living in the word. That teachers should be proficient in self-regulated learning and must learn how to teach it (Kramarski and Kohen, 2017). Exploration and understanding of their own learning process by the students as well as the support given by trainers in learning or teaching environments has gained importance with respect to achieving effective learning (Bozpolat, 2015). Proficiency of students in the 21st century first is the way of thinking, such as creativity, innovation, critical thinking, problem solving skills, ability to make decisions, willingness to learn, and the ability to control aspects of the cognitive (metacognition). This needs concern and serious efforts and obedience to principles. Forwardness for students to deal well with those challenges, the ability to be successfully self-regulate one's own thoughts, motivations, cognition, and behaviour have highly important (Karlen, et al., 2016). For that, students much be trained to use the power of argument and thought. That challenges must be faced well starting from constitutional, regulation, managerial, and operational order in various aspects and dimension (Arifa & Prayitno, 2019).

That elaboration explains that self-regulated learning is a component in learning activity. Self-regulated learning and active learning include several common elements, that is in both learning situations a learner active, critical and reflective, and teacher facilities and encourages learners (Virtanen, 2017). The development of self-regulated learning component in students includes the improvement of awareness concerning effective thinking also ability to analyze thinking behavior (Ormroad, 2009). Students have opportunity to develop their involvement personally in observation, evaluation and act to direct every plan they make, the strategy they choose, also evaluation about the work resulted (Williams & Hellman, 2004). Self-regulated learning includes three main characteristic which are thinking awareness, the use of strategy, and motivation maintenance (Butler & Winne, 1995). Then, self-regulated learning includes attitudes and thinking awareness, the use of strategy, also student motivation in learning.

The condition that happen this time is students show that they have not maximized self-regulated learning this time. Students have not equipped

themselves with self-regulated learning. This seen by the lack of understanding towards the importance of self-regulated learning (Siddaiah-Subramanya, et al, 2017). This seems from their attitudes in working on their task and learn when there is order and when examination or in other words is learn after order, have not determined their academic purposes, and not using strategy yet in learning. Students often show difficulties self-regulated learning basic skill, such as ability to determine the academic purpose or to identify the proper learning strategy, then students who high reported self-regulated learning achived higher marks on the exam than students with lower self-regulated learning competences (Pintrich & Zusho, 2002; Bembenutty, 2011; Karlen, et al., 2016). Based on the problem above, that difficulties experienced by students need guidance and support in developing skills to manage the learning. Achieving optimum development is priority orientation of learning and counseling services. The purpose of personal-social guidance and counseling becomes target to students in achieving optimum development (Gysbers & Henderson, 2006; ABKIN, 2007). The form is in attitudes, behavior, skills, and efficient, effective, and productive self-regulated learning.

Self-regulated learning facilitates students not only to help in students understanding in determine efficient learning strategy, but also to help student to identify the lack of understanding and needs to find out the help needed to help their learning process (Zimmerman, 2008; Jarvela & Jarvenoja, 2011). Therefore, it is very important to give support to self-regulated learning as part of university learning experience. Then, it is important to know the influence of self-regulated learning in students. Get knowledge about the influence of self-regulated learning has potential to give valuable information. It is manifested by the involvement of self-regulated learning practices in learning process, give support needed for students in developing self-regulated learning, how to use self-regulated learning in students (Zumbrunn et al., 2011). Furthermore, the study states that the self-regulated learning at a significant level and get recommendations were developed based on the analogous and different aspects of self regulation skills in different courses may be revealed (Bozpolat, 2015).

Problem of Research

In accordance with the background that has been described, the problem of research is to decribed the influence between interest to learn, motivation to learn, study habit, and self-regulated learning. As for the research question stated as follows,

- Is there a direct and indirect effect between interest, motivation, behaviour to learns on self-regulated learning?

Method

Research Model

The quantitative research used in correlational design which has purpose to predict values and influence model of relation between variables. The result of review towards those variables is then put into theoretical model to see the influence between research variables and collect evidences whether the theoretical model designed has been decent (Cresswell, 2012).

Participants

The samples of this research are 239 students with cluster random sampling. This participant is based on active students in the third semester in Surabaya City, Eastern Java Province, Indonesia.

Table 1.

Socio-demographic Structures of Participants

| Participants (3 rd Semester) | Gender | f | % |
|---|--------|----|-------|
| University in the eastern region | Male | 46 | 19,2% |
| | Female | 45 | 18,8% |
| University in the western region | Male | 40 | 16,7% |
| | Female | 41 | 17,2% |
| University in the southern region | Male | 34 | 14,2% |
| | Female | 33 | 13,8% |

Data Collection Tools

This research uses four scales, which are interest in learning scale, motivation in learning, study habit, self-regulated learning. The scales has been adjusted to the characteristic of students in Surabaya. Then, each item is responded by a four point Likert scale of strongly agree (4), agree (3), less agree (2), and disagree (1).

The scale of interest in learning was developed by study interest questionnaire. The scale of interest in learning refers to the Study Interest Questionnaire (SIQ) by Schiefele & Krapp (1992). As for this scale has 34 items. The motivation in learning scale refers to the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich, et al (1993). The scale of motivation in learning has been. This scale has 29 items. On the other side scale of behavior in learning scale was developed by Study Habits Inventory (SHI). The scale of study habits refers to the study habits inventory by Ward (1972). As for this scale has 29 items. Then, on the self-regulated learning scale developed from Self-regulated Online Learning Questionnaire (SOL-Q) by Jansen, et al (2016). These scale has 31 items.

Data Analysis

Data analysis on this research used path analysis. Path analysis is used to determine the direct effect relationships between variables. Path analysis can also be used to test the existence of intermediate variable to influence the relationship between the variables X, Y and Z so that there are significant indirect and total influence (Bungin, 2005). This analysis was carried out using regression analysis from the

IBM Statistics SPSS 20 program. The statistic used to examine fit were the path coefficient $p < 0.001$ (Wahyuni, et al., 2019).

Results

The analysis step to examine the contribution of each variable in accordance with the theoretical model by regression analysis. This is indicated by entering each path coefficient into the regression equation, which is summarized as follows.

Table 2.

Flow Chart of Results Path Analysis Model Self-regulated Learning

| Flow Chart | Independent Variable I | Independent Variable II | Dependent Variable |
|-------------------------|---|---|--|
| | $X_1 \rightarrow Y_1$ $Y_1 = \beta + b_1 X_1$ $Y_1 = 23,053 + 0,786 X_1$ | | |
| | $X_1 \rightarrow Y_2$ $Y_2 = \beta + b_1 X_1$ $Y_2 = 19,028 + 0,786 X_1$ | $Y_1 \rightarrow Y_2$ $Y_2 = \beta + b_2 Y_1$ $Y_2 = 12,338 + 0,794 Y_1$ | |
| Self-regulated learning | $X_1 \rightarrow Z$ $Z = \beta + b_1 X_1$ $Z = 77,536 + 0,166 X_1$ | $Y_1 \rightarrow Z$ $Z = \beta + b_2 Y_1$ $Z = 77,238 + 0,166 Y_1$ | $Y_2 \rightarrow Z$ $Z = \beta + b_1 Y_2$ $Z = 79,249 + 0,102 Y_2$ |
| | $X_1 \rightarrow Y_2 \rightarrow Z$ *) $Z = \beta + b_Y Y_2 + b_{X_1} X_1$ $Z = 77,930 - 0,065 Y_2 + 0,217 X_1$ | $Y_1 \rightarrow Y_2 \rightarrow Z$ *) $Z = \beta + b_Y Y_2 + b_{X_2} Y_1$ $Z = 77,554 - 0,081 Y_2 + 0,230 Y_1$ | |

Information : *) indirect contribution

X1 = interest to learn

Y1 = motivation to learn

Y2 = study habits

Z = Self-regulated Learning

β = Constant

b = Path coefficient

In the path analysis, there are direct contributions, indirect contributions and totals contribution. The path coefficient for the indirect contribution of the variable X to Z is multiplied by the path coefficient contained among them. Meanwhile, the total contribution is the sum of direct contributions and all indirect contributions (Solimun, 2002).

Table 3.

Summary of Contribution Independent Variables to Dependent Variables

| Variables | Contribution | | |
|---------------------------------------|--------------|----------|-------|
| | Direct | Indirect | Total |
| $X_1 \rightarrow Y_1$ | 0,786 | - | - |
| $X_1 \rightarrow Y_2$ | 0,771 | - | - |
| $X_1 \rightarrow Z$ | 0,166 | - | - |
| $X_1 \rightarrow Y_2 \rightarrow Z^*$ | 0,166 | -0,014 | 0,152 |
| $Y_1 \rightarrow Y_2$ | 0,794 | - | - |
| $Y_1 \rightarrow Z$ | 0,166 | - | - |
| $Y_1 \rightarrow Y_2 \rightarrow Z^*$ | 0,166 | -0,019 | 0,147 |
| $Y_2 \rightarrow Z^*$ | 0,102 | - | - |

| | | | |
|----------------|---|---|-------|
| X1, Y1, Y2 → Z | - | - | 0,037 |
| X1, Y1 → Z | - | - | 0,031 |
| X1, Y1 → Y2 | - | - | 0,687 |

Information : * not significant

X1 = interest to learn Y2 = study habits

Y1 = motivation to learn Z = Self-regulated Learning

Based on the data above it is known that students interest to learn interest directly influences with positive correlated to the motivation to learn and interest to learn directly influences with positive correlated to the self-regulated learning. In addition, interest and motivation to learn has direct influence with positive correlated towards learning behavior. That path is supported by total coefficient of learning interest contribution towards learning motivation amounted 0,786. The learning interest path coefficient is 0,771. While the learning interest path towards self-regulated learning is 0,166. Variable of learning motivation also has direct influence towards learning behavior. Learning motivation has direct influence towards self-regulated learning. The path coefficient in learning motivation towards learning behavior 0,794 while learning motivation path coefficient towards self-regulated learning is 0,166.

Based on these data, interest to learn, motivation to learn, and study habits contribute to self-regulated learning of 0,037 or 3,7% and $p = 0,031$ (table 2). However, the study habits variable did not contribute to self-regulated learning so the trimming was done, so the contribution was 0,031 or 3,1% and $p = 0,025$ (table 2). This means that the relationship between interest to learn, motivation to learn with study habits and self-regulated learning has been proven empirically.

Discussion and Conclusion

From the model validity test, it can be known that theoretical model of relationship of interest between learning interest, learning motivation to self-regulated learning and relationship of learning interest, learning motivation in students resulted significance in path between variables. Interpretation conducted to form new theory in the form of path diagram in the formation of learning interest, relation between learning interest, learning motivation into learning behavior and self-regulated learning in students. The empirical data found is that interest and motivation of students to learn simultaneously and positively influences self-regulated learning. Likewise, the interest and learning motivation simultaneously and positively influence the learning behavior.

The data above is in line with meaning of new education paradigm development in the field of guidance and counseling as integral part of education. In the service of guidance and counseling which is not only focused on clinical-therapeutic approach, but more emphasize to developmental approach which is proactive. But, counseling, consultation, coordination services which in the previous are still maintained, equipped with five new components, which are leadership, advocacy, teamwork and collaboration, assessment and data utilization,

and 5) technology utilization. The professional journey of guidance and counseling services in the future will continue to move in line with the development of time, while continuing the direction of service in the previous period. According to Dahir & Stone (2007) that at least there are 3 new components needed to equipped guidance and counseling services in the future, which are, accountability, cultural mediation, and systemic change agent. So that, the ability of guidance and counseling profession actors to always adjust to need and problem faced by counselee especially, and the stakeholders in general, make guidance and counseling more recognized and its urgency in facing various changes in society.

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 complex relation 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). This shows that individual academic achievement is determined by two factors, both external and internal. Therefore, learning must be understood as active, constructive, and self-regulated processes (Montalvo & Tores, 2004). As stated by Chung (2000) that learning is not only controlled by external aspect only but also controlled by internal aspect of self-regulated. So that, individual who learn will get good academic achievement, if that individual realizes, responsible and find out the effective learning manner or have strategy in good self-regulated learning. Then, reaching academic achievement expected by students need self-regulated learning.

Sholeh (2019) said that learning process is how to plan, implement, and evaluate. This means that learning process with self-regulated learning is student activeness in planning or monitoring cognitive and affective process involved in the success of academic task completion. Self-regulated learning (SRL) is an individual activity which is learning actively, compiling, determining the learning purpose, planning and monitoring, managing and controlling cognition, behavior motivation also environment to achieve the predetermined purposes (Filho, 2001; Pintrich, 2004; Wolters, et. al, 2003). Theoretically, self-regulated learning skill has been well developed in teenage period (Wang, 2004). Cognitive social perspective stated by Bandura (Zimmerman, 1989) that self-regulated learning is determined by 3 factors which are personal, behavior and environment. Personal factor of self-regulated learning is happened by using personal process (cognitive) to manage behavior and learning environment strategically. Tortop (2015) said that metacognitive skill involves a very important skill (such as determining of the purpose, monitoring, self-assessment, regulation) concerning talent maintenance. While in behavior factor, it refers to attitude also student skill in using self-evaluation strategy so that obtain information about accuracy and check the

continuation of feedback result. Students in behavior which related to self-regulated learning which is self-observation, self-judgment, self-reaction. That component consists of behavior that can be observed, trained, and influence each other. Environment factor has mutual interaction with personal and behavior factors.

Referring to student proactive attitude to use learning environment change strategy such as learning environment order, reducing noise, and seeking for relevant learning sources. Balapumi, et al (2016) stated in his research result that student purpose, work process, self-efficacy, metacognitive knowledge, previous learning experience, peer influence and family influence have significant effect in student self-regulation learning. This is also stated by Usher & Pajares (2008) that there is latent factor of self-regulated learning which are contributing called self-efficacy, self-concept, task goal orientation, apprehension, and achievement.

The finding of Sungur (2009) is stated that self-regulated learning is encouraged by the class environment which emphasize motivation, autonomy, and relation between personal effort and achievement. Individual which implement self-regulated learning is usually using strategy of seeking information, environmental structuring, seeking social assistance, also review record. Pintrich & Zusho (2002) also stated that self-regulated learning in school environment is focused on personal cognitive characteristic includes basic experience and theory, while motivation character includes efficacy and purpose orientation.

Purpose achievement for students in learning is very important because it can result to directed self-management in academic tasks. The result research has shown the positive correlation between student adoption towards learning mastery and adaptive motivational trust such as positive perspective towards task value, self-efficacy, perseverance, and higher efforts which involve deeper cognitive and higher self-management level (Ames, 1992; Wolters, et al., 2003). Students consider learning as media to achieve purpose (Ames & Archer, 1988; Nicholls, 1984).

Review in this research implies that self-regulated learning facilitates students not only to help in student understanding and in determining strategy to learn efficiently, but also to help student to identify the lack of understanding and need to seek for help needed to support their learning process. While active learning involves teaching and learning methods servant by a teacher, self-regulated learning includes processes that are steered by the learners themselves (Virtanen, et al., 2017).

Then, it is very important to give support to student learning management in self-regulated learning as part of learning experiences in university. The results of our studies emphasize the importance of self-regulated learning competences and students' implicit beliefs for successful academic learning in different situations (Karlen, et al., 2016). The difficulties experience by students need guidance and support in developing skills for the learning management. Guidance and

counseling techniques used are capable of stimulating the students more active in thinking (Wagimin, et al., 2015). Achieving optimum development is priority orientation of guidance and counseling services. Social-personal guidance and counseling services becomes media in helping students to achieve optimum development. It is realized through attitude, behavior, skills, and manage learning efficiently and effectively on their own and also productive.

The development of self-regulated learning component in students include the improvement of awareness about effective thinking also skill of analyzing thinking behavior. Students have opportunity to develop their involvement personally in observation, evaluation, and act to direct every plan they made, strategy chosen, also evaluation about work resulted. To get student learning motivation always well-maintained, then several aspects which need to be concerned is the purpose of activity conducted, difficulty level also its value, student's perception concerning their ability to achieve that purpose, and student perception if they succeed or fail in achieving learning purposes.

Self-regulated learning facilitates the students to understand and determine efficient learning strategies and also to help the students identify their weakness in learning and find the assistance needed to help their learning process. In order to support and facilitate students' self-regulated learning, then it is important to investigate the factors which influence it. Those factors are interest and learning motivation, then through the effect of learning motivation, learning habit variable also influence self-regulated learning. Obtaining the information about these factors give valuable information. This is to explain the occurrence of self-regulated learning practice on students in the learning process and giving needed support in developing and maintaining self-regulated learning.

Recommendations

For further studies, this research was conducted with the existing limitations, such as limitations in data collection. Thus, the results of this study are expected to become an overview on the next researcher to conduct similar studies with larger population, in order to obtain a broader generalization and can meet the shortfall with new ideas. In addition, is also expected to strengthen the empirical evidence regarding the model of self-regulated learning.

For students' are expected to continue to strive to develop self-regulated learning by paying attention in interests to learn and motivation to learn. Self-regulated learning is not always seen from the learning behavior (study habits). Then, for counselors should emphasize the guidance of interest and motivation to learn in an effort to develop self-regulated learning.

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