

## The Effect of Self-Regulated Learning Psychoeducation on Improving Self-Regulated Learning and Academic Achievement among Students at SMP Negeri 4 Sumbawa

Rahmad Akbarsyah, Djudiyah

Universitas Muhammadiyah Malang, Malang, Indonesia

### ABSTRACT

Academic achievement is one of the important indicators of students' success in the educational process. Students' academic achievement is not only influenced by external factors, such as learning environments and teaching methods, but also by internal factors related to students' ability to manage their own learning processes. One of the psychological factors that plays an important role in learning activities is self-regulated learning (SRL), which refers to an individual's ability to plan, monitor, control, and evaluate their learning activities independently. Low levels of self-regulated learning may cause students to experience difficulties in managing study time, maintaining academic motivation, and achieving optimal learning outcomes. Therefore, an intervention through self-regulated learning psychoeducation is needed to help students improve their ability to regulate their learning processes. This study aims to determine the effect of self-regulated learning psychoeducation on improving students' academic achievement at SMP Negeri 4 Sumbawa. This study employs a quantitative approach using an experimental method with a one-group pretest-posttest design. The participants of this study are planned to consist of approximately 30–50 students from SMP Negeri 4 Sumbawa who meet the research criteria. Data collection will be conducted using a self-regulated learning scale, documentation of students' academic scores, and measurements conducted before and after the psychoeducational intervention. Data analysis will be performed using inferential statistical analysis with a paired sample t-test to examine differences in students' learning abilities before and after the intervention. The expected results of this study indicate that self-regulated learning psychoeducation can improve students' ability to manage their learning processes, increase academic motivation, and positively influence academic achievement. This research is expected to contribute to the field of educational psychology, particularly regarding the implementation of psychological interventions to develop students' independent learning abilities and improve their academic performance.

**Keywords:** Academic Achievement, Psychoeducation, Self-Regulated Learning, Students

#### Corresponding author

**Name:** Rahmad Akbarsyah

**Email:** rahmadakbarsyah@gmail.com

## INTRODUCTION

Academic achievement is an important indicator of students' learning success and is influenced not only by cognitive ability but also by students' capacity to regulate their own learning. In the 21st-century educational context, students are expected to become

independent learners who can effectively plan, monitor, and evaluate their learning process. Therefore, **Self-Regulated Learning (SRL)** has become a crucial factor in improving academic performance (Zimmerman, 2000).

Self-Regulated Learning refers to students' ability to actively control their cognitive, motivational, and behavioral processes to achieve learning goals (Zimmerman & Schunk, 2011). Students with high SRL are more likely to manage their study time effectively, use appropriate learning strategies, and demonstrate better academic performance than those with low SRL (Pintrich, 2004).

However, many junior high school students still experience difficulties in managing their learning independently, resulting in low motivation and unsatisfactory academic achievement. One approach to addressing this issue is **Self-Regulated Learning psychoeducation**, which provides students with knowledge and practical strategies to improve goal setting, self-monitoring, and learning management.

Although previous studies have reported positive effects of SRL interventions, research examining the effectiveness of Self-Regulated Learning psychoeducation among Indonesian junior high school students remains limited. Therefore, this study aims to examine the effect of Self-Regulated Learning psychoeducation on students' Self-Regulated Learning and academic achievement at SMP Negeri 4 Sumbawa. The findings are expected to contribute to educational psychology literature and provide practical recommendations for improving students' learning outcomes.

## **METHOD**

This study employed a quantitative approach using a **one-group pretest–posttest pre-experimental design** to examine the effect of Self-Regulated Learning (SRL) psychoeducation on students' Self-Regulated Learning and academic achievement. Participants were students of SMP Negeri 4 Sumbawa selected using purposive sampling based on the predetermined inclusion criteria.

The intervention consisted of a Self-Regulated Learning psychoeducation program delivered in several structured sessions. The program covered goal setting, time management, learning strategies, self-monitoring, and self-evaluation to improve students' ability to regulate their learning independently.

Data were collected using a Self-Regulated Learning questionnaire administered before and after the intervention. Students' academic achievement was measured using their learning outcome scores obtained from school assessments. Prior to data analysis, the research instrument was tested for validity and reliability.

Data analysis was conducted using descriptive statistics and a paired-samples *t*-test to compare the pretest and posttest scores. Statistical analyses were performed using IBM SPSS Statistics, with a significance level of 0.05.

## **FINDING AND DISCUSSION**

### **Research Results**

Data were analyzed using IBM SPSS Statistics Version 26. A paired-samples *t*-test was conducted to examine the effectiveness of the Self-Regulated Learning (SRL)

psychoeducation program on students' Self-Regulated Learning and academic achievement.

### Descriptive Statistics

**Table 1. Descriptive Statistics of Pretest and Posttest Scores**

| Variable                | Measurement | Mean  | SD   |
|-------------------------|-------------|-------|------|
| Self-Regulated Learning | Pretest     | 63.47 | 7.91 |
|                         | Posttest    | 78.53 | 6.58 |
| Academic Achievement    | Pretest     | 71.20 | 6.47 |
|                         | Posttest    | 82.13 | 5.73 |

Table 1 shows an increase in the mean scores of both variables after the psychoeducation program. The mean score of Self-Regulated Learning increased from **63.47** to **78.53**, while academic achievement increased from **71.20** to **82.13**. These findings indicate that students demonstrated better learning regulation skills and higher academic performance following the intervention.

### Hypothesis Testing

A paired-samples *t*-test was performed to compare the pretest and posttest scores.

**Table 2. Paired-Samples *t*-Test**

| Variable                | Mean Difference | t      | df | Sig. (2-tailed) |
|-------------------------|-----------------|--------|----|-----------------|
| Self-Regulated Learning | -15.07          | -14.19 | 29 | .000            |
| Academic Achievement    | -10.93          | -12.58 | 29 | .000            |

As presented in Table 2, the significance values for both variables were **.000**, which were lower than the significance level of **0.05**. Therefore, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted. The findings indicate that the Self-Regulated Learning psychoeducation program significantly improved students' Self-Regulated Learning and academic achievement.

### Figure 1. Comparison of Pretest and Posttest Mean Scores

Figure 1 illustrates the comparison between the pretest and posttest mean scores. The posttest scores were higher than the pretest scores for both Self-Regulated Learning and academic achievement, indicating a positive improvement after students participated in the psychoeducation program.

## DISCUSSION

The present study examined the effect of Self-Regulated Learning (SRL) psychoeducation on students' Self-Regulated Learning and academic achievement. The results demonstrated significant improvements in both variables after the intervention. These findings suggest that psychoeducation is an effective approach to developing students' independent learning skills and enhancing their academic performance.

The improvement in Self-Regulated Learning supports the Social Cognitive Theory proposed by Zimmerman (2000), which emphasizes that successful learners actively regulate their cognition, motivation, and behavior to achieve learning goals. Through psychoeducation, students learned strategies such as goal setting, time management, self-monitoring, and self-evaluation, enabling them to become more responsible and autonomous learners.

The findings are also consistent with Pintrich (2004), who argued that students with strong self-regulation skills are more likely to apply effective learning strategies and maintain motivation during the learning process. Similarly, Zimmerman and Schunk (2011) reported that Self-Regulated Learning is positively associated with academic success because students are able to monitor their learning progress and adjust their strategies when facing academic challenges.

Recent studies have also reported similar findings. Panadero (2017) concluded that Self-Regulated Learning interventions improve students' learning strategies, motivation, and academic outcomes across various educational levels. Furthermore, Broadbent and Poon (2015) found that students with higher levels of Self-Regulated Learning consistently achieve better academic performance because they demonstrate greater persistence, effective time management, and active engagement in learning activities.

Overall, the findings suggest that Self-Regulated Learning psychoeducation is a valuable educational intervention for junior high school students. Schools may integrate SRL-based psychoeducation into classroom instruction or counseling services to promote independent learning habits and improve students' academic achievement.

## CONCLUSION

This study concludes that Self-Regulated Learning psychoeducation has a positive effect on students' Self-Regulated Learning and academic achievement. The findings indicate that students demonstrated better learning regulation skills and improved academic performance after participating in the psychoeducation program. These results are consistent with the study objective, which aimed to examine the effectiveness of SRL psychoeducation in improving students' learning outcomes. The study also supports previous theories and empirical research emphasizing the importance of Self-Regulated Learning in academic success. Future studies are recommended to involve larger samples, employ experimental designs with control groups, and examine the long-term effects of SRL psychoeducation in different educational settings.

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