

Pengaruh *Self-Regulated Empowerment Program (SREP)* Terhadap Regulasi Diri Pada Siswa Kelas 7 SMP X

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Program Adaptasi *Self-Regulated Empowerment Program (SREP)* terhadap regulasi diri pada siswa kelas 7 SMP X. Regulasi diri merupakan pikiran, perasaan, dan perilaku oleh individu sendiri yang direncanakan dan diadaptasi secara berurutan dan berkesinambungan berdasarkan umpan balik dari kinerja untuk dapat mencapai tujuan-tujuan pribadi yang telah ditentukan sendiri. *Self-Regulated Empowerment Program (SREP)* merupakan program pemberdayaan regulasi diri siswa yang dikembangkan oleh Cleary dan Zimmerman (2004) yang merupakan program pelatihan berbasis sekolah yang mengintegrasikan banyak segi pendekatan pemecahan masalah. Program ini menggunakan model siklus regulasi diri. Jumlah partisipan penelitian delapan orang, lima laki-laki dan tiga perempuan berusia 12-13 tahun. Program dilakukan dalam delapan sesi, 45 menit setiap pertemuan. Penelitian menggunakan desain kuasi eksperimen dengan pengukuran *pretest*, *post test* pertama, dan *post test* kedua. Alat ukur adaptasi dari *Self-Regulated Learning Interview Schedule (SLRIS)*. Siswa diminta menggambarkan metode yang dipakai dalam sejumlah konteks belajar dan mengukur strategi yang digunakan dengan mengacu pada jawaban mereka, mengacu pada 14 strategi regulasi diri. Hasil penelitian menunjukkan bahwa tidak ada pengaruh program adaptasi *Self-Regulated Empowerment Program (SREP)* terhadap regulasi diri pada siswa kelas 7 SMP X berdasarkan hasil *pretest-post test* pertama. Sedangkan ada pengaruh program adaptasi *Self-Regulated Empowerment Program (SREP)* terhadap regulasi diri pada siswa kelas 7 SMP X berdasarkan hasil *pretest-post test* kedua.

Kata kunci: regulasi diri, *Self-regulated Empowerment Program (SREP)*, *Self-Regulated Learning Interview Schedule (SLRIS)*.

Effectiveness of the Self-Regulated Empowerment Program (SREP) With Self-Regulated Learning of 7 Graders in SMP X

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Abstract

This study examines effectiveness of the Self-Regulated Empowerment Program (SREP) with Self-Regulated Learning of 7 graders in SMP X. Self-regulated learning refers to the process whereby learners self-generate thoughts, feelings, and behaviors that are planned and cyclically adapted based on performance feedback to attain self-set goals (Zimmerman, 2000). Self-Regulated Empowerment Program (SREP) is a school-based training program that integrates many of the essential features of the problem solving approach based on Zimmerman cyclical model of self-regulation. Eight participants, 5 boys, 3 girls, age 12-13 years old. Program is conducted in 8 sessions, 45 minutes each. This study is done in quasi experiment with first pretest, post test and second post test. The effect of the program is measured using Self-Regulated Learning Interview Schedule (SLRIS). Participants describe methods used in some learning contexts and the responses are scored based on 14 strategies present. The study shows that the Self-Regulated Empowerment Program (SREP) (Adaptation) has no significant effect based on the pretest and first post test. However, the Self-Regulated Empowerment Program (SREP) has significant effect on the pretest and second post test.

Keywords: self-regulation, *Self-regulated Empowerment Program (SREP)*, *Self-Regulated Learning Interview Schedule (SLRIS)*.