

Recommendations Guidance Services for Developing Self-Regulated Learning for Adolescent Students: Systematic Review of Literature

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Abstract: Adolescents with good self-regulation skills can easily control and regulate themselves cognitively, emotionally, and behaviorally. They will complete their developmental tasks obediently, disciplined, and comply with existing rules. In addition, they will not play truant, will not create riots, and will not be late in completing their tasks. This research uses a systematic literature review method with a qualitative approach. This method aims to discover, evaluate, and interpret research results related to a particular research question, subject, or phenomenon of interest. This research's results illustrate that classical and group guidance services are considered effective interventions for students in self-regulated learning research. In the ten-year research period, there is much research on self-regulated learning in middle school to high school or teenage students.

Keywords: guidance services, self-regulated learning, adolescent students

INTRODUCTION

Self-regulation is the capacity possessed by students to plan, monitor, and direct their behavior to change situations (Brown, 1998);(Islami, 2022). In line with that, Hidayat et al. (2016) (Sari & Satwika, 2022) explain self-regulation in learning, a contributive process students carry out when determining their learning goals. This process includes efforts to regulate and control their behavior, cognition, and motivation while considering how their environment influences achieving these goals. Then (Zimmerman, 2000);(Latipah, 2015) states that self-regulation in learning can help develop mental skills and academic strategies.

In one of the senior high schools (SMA), there is a phenomenon of students having difficulty organizing themselves while studying. They often feel sleepy in class so it is difficult to focus and understand the lesson(Harahap, 2023). Pujiatin (2004) stated that most students were not familiar with effective learning methods or strategies, in line with the results of research by Wangid (2006) which stated that there were still many students who did not have independence and motivation from within themselves regarding the learning process. The results of a preliminary study conducted in February 2018 at Bandung City State Vocational High Schools (SMK) showed several complex problems related to the learning process. These problems include students with low learning achievement, learning difficulties, and needing more self-regulation in learning. These results are shown by students' academic achievements, which are generally classified as low(Yuningdartie, 2023). From these findings, students at the high school level, mostly teenagers, still do not have a strong inner drive to learn and do not have good learning strategies.

Teenagers with good self-regulation skills will easily control and regulate themselves cognitively, emotionally and behaviorally. They will carry out their developmental tasks with responsibility discipline, and obey the rules. They will also not play truant, cause riots, or late completing assignments (Rahman, 2022). Understanding the benefits of learning for the future and how to manage a consistent study schedule through guidance services at school are two ways to help teenage students develop self-regulated learning. As a method of preventing problems, classical guidance services can be used (Mukhtar et al., 2016). However, all students can get classical guidance services at school, because classical guidance services are aimed at students who experience problems and aim to prevent students from experiencing problems. Who do not experience problems

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Utomo, P., et al (Eds), *Proceeding of the 2nd Siliwangi Annual International Conference On Guidance Counseling (SAICGC, 2023)*,

Contents lists available at <https://ojs.aeducia.org/index.php/saicgc/issue/view/25>



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can understand academic responsibilities (Wiantisa et al., 2022) and can further develop regulations for learning for students. This article aims to discuss classical guidance services to develop students' self-regulated learning through the Systematic Review method.

METHOD

This research uses a systematic literature review method with a qualitative approach. Systematic Literature Review is a

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a. Research Question

Research Questions (RQ) are created based on the selected research topic. Below are the research questions in this study:

Research Question (RQ1) What techniques are often used for Self Regulated Learning interventions from 2013 – 2023?

Research Question (RQ2) Who are the participants in the self-regulated learning research from 2013 – 2023?

a. Data Search Techniques

The process of searching for research data is through searching on Google Scholar search database – <https://scholar.google.com>, National Library (National Library) – <https://ejournal.perpusnas.go.id>, ResearchGate – www.researchgate.net and SpringerOpen – www.springeropen.com with a research period from 2013 to 2023.

b. Inclusion dan Exclusion Criteria

This stage is carried out to determine the eligibility criteria for a literature study, namely a stage to determine whether the data found in this research is suitable for use or not:

- 1) The data used is research data from 2013 to 2023
- 2) The data used is only related to self-regulated learning
- 3) The data obtained comes from the Google Scholar search site – <https://scholar.google.com>, National Library (National Library) – <https://ejournal.perpusnas.go.id>, ResearchGate – www.researchgate.net and SpringerOpen – www.springeropen.com
- 4) Data relating to self-regulated learning is categorized into inclusion studies, and data relating to self-regulated learning but not referring to Q1 and Q2 will be categorized into exclusion studies

c. Data Analysis

At this data analysis stage, the data that has been collected will be evaluated using a qualitative systematic review approach. This approach will synthesize qualitative descriptive research findings (Siswanto, 2010):

- 1) Use of techniques in self-regulated learning interventions (according to Q1)
- 2) Participants/research subjects in self-regulated learning research (according to Q2)

RESULT AND DISCUSSION

In total, there were 57 journals obtained through literature search activities. After selecting data based on inclusion and exclusion criteria, there were 36 relevant journals based on research questions (Q1 and Q2).

Q1. What techniques are often used for Self Regulated Learning interventions from 2013 – 2023?

Based on the research periodization, in the 2013 to 2016 period, intervention techniques were found in the form of modeling techniques in group guidance and classical guidance services. Furthermore, in the 2017 to 2020 period, intervention techniques in self-regulated learning research focus more on group guidance services using mapping, self-management and problem solving techniques. In the 2021 to 2023 period, Project Based Learning (PJBL) techniques and discussions on classical guidance services and group guidance were found. This research's results illustrate that classical and group guidance services are considered effective interventions for students in self-regulated learning research.

Q2. Who are the participants in the self-regulated learning research from 2013– 2023?

In the research period from 2013 to 2023, the trend of research on self-regulated learning in adolescents is increasing. Especially in the period 2021 to 2023 or after the pandemic, as proven by journal inclusion and exclusion studies. From 2013 to 2016, the research participants were junior high school students at YASPI Middle School and State Middle School 13 Semarang. In the research findings from 2017 to 2020, the research participants were more varied: students from Muhammadiyah Middle School Semarang, SMP Negeri 1 Padang, and SMA Kartika III-1 Banyubiru. In the ten-year research period, there is much research on self-regulated learning in middle school to high school or teenage students

Tabel 1. Included Literature Criteria

PERIODISASI	PENULIS	TOPIK	INTERVENSI YANG DIGUNAKAN (Q1)	PARTISIPAN (Q2)	HASIL
2013 – 2016	Melda, A., Justitia, D., & Tjalla, A. (2015).	Pengaruh Metode Modeling Dalam Layanan Klasikal Terhadap Peningkatan Self Regulated Learning	Bimbingan Klasikal Metode Modeling	Siswa kelas VII SMP YASPI yang berjumlah 225 siswa	Layanan klasikal menggunakan metode modeling berpengaruh secara signifikan terhadap peningkatan self regulated learning siswa
	Kholidhoh, I., & Purwanto, E. (2015).	Pengembangan Model Bimbingan Kelompok Dengan Teknik Modeling Untuk Meningkatkan Self-Regulated Learning Pada Siswa Smp N 13 Semarang	Bimbingan Kelompok Teknik Modeling	112 siswa kelas VII SMP N 13 Semarang	pelaksanaan bimbingan kelompok dengan teknik modeling efektif dalam meningkatkan kemampuan self regulated learning siswa
2017 – 2020	Rizki, V. R. (2019).	Efektifitas Layanan Bimbingan Kelompok Teknik Mind Mapping dalam Meningkatkan Self-Regulated Learning pada Siswa Di SMP N 4 Ngaglik	Bimbingan Kelompok Teknik Mind Mapping	20 siswa SMP N 4 Ngaglik	layanan bimbingan kelompok teknik mind mapping terbukti efektif dalam meningkatkan self regulated learning pada siswa di SMP N 4 Ngaglik
	Husbi, A. (2019).	Layanan Bimbingan Kelompok dengan Teknik Self Management untuk Mengembangkan Regulasi Diri Siswa Kelas VII	Bimbingan Kelompok dengan Teknik Self Management	20 siswa SMP Muhammadiyah 3 Semarang	layanan bimbingan kelompok dengan teknik self management mengalami peningkatan terhadap kemampuan regulasi diri siswa kelas VII SMP Muhammadiyah 3 Semarang
	Wani, E. S., & Firmas, F. (2020).	Efektifitas Layanan Bimbingan Kelompok Dalam Peningkatan Self Regulated Learning Siswa Pengguna Game Online	Bimbingan Kelompok	siswa pengguna game online kelas VII dan VIII SMPN 1 Padang	terdapat peningkatan Self Regulated Learning siswa pengguna Game Online setelah diberikan layanan bimbingan kelompok
	Azz, A. (2021).	Efektifitas Layanan Bimbingan Kelompok dengan Teknik Problem Solving untuk Mereduksi Perilaku Agresif Pada Anak Sekolah Tingkat SMP di Desa Jarak Kecamatan Tampan Kabupaten Bontolene	Bimbingan Kelompok dengan Teknik Problem Solving	134 siswa kelas X IPS-1 SMA Kartika III-1 Banyubiru	layanan bimbingan kelompok dengan teknik problem solving efektif dalam meningkatkan regulasi diri dalam belajar siswa kelas X IPS-1 SMA Kartika III-1 Banyubiru
2021 – 2023	Heriyanti, I. P., & Bhakti, C. P. (2022).	Strategi Layanan Bimbingan Klasikal Blended Learning Berbasis Project Based Learning Untuk Meningkatkan Self Regulated Learning Siswa	bimbingan klasikal blended learning berbasis project based learning	Study Literature	Berdasarkan banyak penelitian, project based learning dapat meningkatkan kemampuan self regulated learning
	Fransiska, I. A., Handayani, A., & Aji, G. R. (2023).	Layanan Bimbingan Kelompok Teknik Diskusi dalam Mengembangkan Regulasi Diri Belajar pada Siswa Kelas X SMA Negeri 2 Pemalang. Journal on Education, 5(3), 8261-8269	Bimbingan Kelompok Teknik Diskusi	8 Siswa Kelas X SMA Negeri 2 Pemalang	teknik diskusi dapat mengembangkan regulasi diri belajar pada siswa kelas X SMA Negeri 2

Table 2. Excluded Literature Criteria

PAPER	EXCLUSION REASON
Purpitasari, A. (2013). Self-Regulated Learning Ditinjau Dari Goal Orientation. <i>Educational Psychology Journal</i> , 2(1).	Bukan timbangan
Husna, A. N., & FRIEDANPH, F. N. (2017). Regulasi Diri Mahasiswa Berprestasi. <i>Jurnal Psikologi Universitas Diponegoro</i> .	Tidak spesifik timbangan
Cassidy, S. (2011). Self-Regulated Learning in Higher Education: Identifying Key Component Processes. <i>Studies in Higher Education</i> , 36(8), 989-1000.	Bukan timbangan dan remaja
Mulyana, E., Molidin, M., & Bashori, K. (2015). Peran Motivasi Belajar, Self-Efficacy, Dan Dukungan Sosial Keluarga Terhadap Self-Regulated Learning Pada Siswa. <i>PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling</i> , 4(2), 165.	Bukan timbangan
Broadbent, J., & Poon, W. L. (2015). Self-Regulated Learning Strategies & Academic Achievement in Online Higher Education Learning Environments: A Systematic Review. <i>The Internet and higher education</i> , 27, 1-13.	Tidak spesifik timbangan
Marah, A. (2015). Memahami Regulasi Diri: Sebuah Tinjauan Konseptual. In <i>Seminar ASEAN Psychology & Humanity</i> (pp. 5-9).	Bukan timbangan dan remaja
Dinata, P. A. C., Rahdiana, R., & Zamuddin, M. (2016). Self-Regulated Learning Sebagai Strategi Membangun Kemandirian Peserta Didik Dalam Menjawab Tantangan Abad 21. In <i>Prosiding SNPS (Seminar Nasional Pendidikan Sains)</i> (Vol. 3, pp. 139-146).	Bukan timbangan dan remaja
Wangdi, M. N. (2017). Efektivitas Tutor Sebaya Dan Pekerjaan Rumah Dalam Meningkatkan Self-Regulated Learning Siswa. <i>Jurnal Kependidikan</i> , 1(2), 306-319.	Tidak spesifik timbangan
Wibowo, N. E., & Nashori, H. F. (2017). Self Regulation And Aggressive Behavior On Male Adolescence. <i>Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)</i> , 3(1).	Bukan timbangan
Dani, Z. A., & Partikas, P. (2018). Regulasi Diri Dalam Belajar Sebagai Konsekuensi. <i>Ciencias: Jurnal Penelitian dan Pengembangan Pendidikan</i> , 1(1), 82-95.	Bukan timbangan
Utami, R. J. (2018). Efektifitas layanan informasi menggunakan platform untuk meningkatkan self regulated learning. <i>Menara Ilmu</i> , 12(1).	Bukan timbangan
DI, R. L. P. U. R. (2018). HUBUNGAN KEMANDIRIAN DENGAN SELF REGULATED LEARNING PADA USIA REMAJA DI PONDOK PESANTREN AL MADINA, SAMARINDA.	Tidak spesifik timbangan
Maolina, S. R., & Bustaman, N. (2018). Regulasi Diri Dalam Belajar Pada Siswa SMA Ditinjau Dari Persepsi Terhadap Pola Asuh Orang Tua. <i>JMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling</i> , 3(1).	Tidak spesifik timbangan
Reimann, P. (2021). Methodological progress in the study of self-regulated learning enables theory advancement. <i>Learning and Instruction</i> , 72, 101269.	Bukan timbangan dan remaja
Dresel, M., Schmitt, B., Schöber, B., Spiel, C., Ziegler, A., Engelschak, T., ... & Steuer, G. (2015). Competences For Successful Self-Regulated Learning In Higher Education: Structural Model And Indications Drawn From Expert Interviews. <i>Studies in Higher Education</i> , 40(3), 454-470.	Bukan timbangan dan remaja
Dresel, M., Schmitt, B., Schöber, B., Spiel, C., Ziegler, A., Engelschak, T., ... & Steuer, G. (2015). Competences For Successful Self-Regulated Learning In Higher Education: Structural Model And Indications Drawn From Expert Interviews. <i>Studies in Higher Education</i> , 40(3), 454-470.	Bukan timbangan dan remaja
Nak, L. A. (2020). MENINGKATKAN SELF-REGULATED LEARNING DENGAN COMPUTER AIDED INSTRUCTION (CAI) PADA MATERI SOLUSI FUNGSI LINEAR. <i>JURNAL FENEL/TIAN PENDIDIKAN SMP</i> , 3(1), 8-15.	Tidak spesifik timbangan
RATNAWATI, R. I. W. (2021). Pengembangan Modul Online Zat Aditif Dengan Self-Regulated Learning Untuk Meningkatkan Hasil Belajar Siswa. <i>CENDEGA: Jurnal Ilmu Pengetahuan</i> , 1(3), 193-202.	Bukan timbangan
Siswanto, A. N. P. (2021). Perbedaan Self-Regulated Learning Siswa Antara Pondok Pesantren Dengan Sekolah Konvensional. <i>JURNAL ISLAMIKA GRANADA</i> , 2(1), 1-13.	Bukan timbangan
Pratiwi, C. (2021). Teknik Rational Emotive Behavior Therapy sebagai Salah Satu Upaya Meningkatkan Kemampuan Self-Regulated Learning. <i>Jurnal Kajian Dan Pengembangan Umat</i> , 4(1).	Tidak spesifik remaja
Gumilang, G. S. (2022). Pengembangan Panduan Konseling Singkat Berfokus Solusi untuk Meningkatkan Self-Regulated Learning Siswa SMP di Kota Kediri. <i>Jurnal BAsilefik (Bimbingan dan Konseling: Teori dan Praktek)</i> , 6(2), 52-61.	Tidak spesifik timbangan
Setyawan, R. (2022). Self Efficacy dan Self-Regulated Learning pada siswa sekolah menengah pertama. <i>Psikodidmiana: Jurnal Literasi Psikologi</i> , 5(2), 112-121.	Tidak spesifik timbangan
Leontar, W., Maimunah, M., & Raza, Y. SELF-REGULATED LEARNING OF VOCATIONAL STUDENTS IN MATHEMATICS LEARNING DURING COVID-19 PANDEMIC. <i>Jurnal Pendidikan Matematika dan IPA</i> , 13(1), 91-101.	Tidak spesifik timbangan
Rodriguez, S., Gonzalez-Suarez, R., Velten, T., Pfeifer, I., & Diaz-Freire, F. M. (2022). Self-regulation and students well-being: A systematic review 2010-2020. <i>Sustainability</i> , 14(4), 2346.	Bukan timbangan dan remaja
Puri, C. E., Helma, R., & Kardo, R. (2023). Efektivitas Rancangan Program Pengembangan Self Regulation Berbasis Teknologi Informasi dalam Meningkatkan Kemampuan Mengelola Emosi (Studi pada Peserta Didik di Kelas XI SMK N 2 Padang). <i>Journal on Education</i> , 5(4), 14132-14140.	Tidak spesifik timbangan
Soewiatmodjo, G. W. L. (2023). Mengembangkan Regulasi Diri pada Siswa SMK. <i>Jurnal Pelayanan dan Pendidikan Masyarakat (Pemas)</i> , 7(2), 194-204.	Bukan timbangan
Harahap, D. P. (2023). Meningkatkan Self-Regulated Learning pada Siswa Melalui Strategi Belajar Berbasis Regulasi Diri. <i>Journal on Education</i> , 5(3), 7956-7968.	Bukan timbangan
Simanjuntak, L. (2023). PENGEMBANGAN BUKU/PANDUAN KONSELING BEHAVIORAL DENGAN TEKNIK MODIFYING UNTUK MENINGKATKAN SELF-REGULATED LEARNING SISWA SMA (Doctoral dissertation, Universitas Pendidikan Ganesha).	Bukan timbangan

So the novelty that can be taken from research on self-regulated learning in adolescents is using classical guidance services as an intervention. Furthermore, classical guidance services are a form of service in the guidance and counseling program whose implementation is scheduled. Classical guidance is given to all students as assistance by guidance and

counseling teachers or school counselors. (Budiman & Arif, 2017). Classical guidance services provided to students can be used as a preventive measure, because classical guidance services are not only provided by students who have problems, but students who do not have problems can also understand their responsibilities academically.

CONCLUSION AND RECOMMENDATIONS

Self-regulated learning (SRL) is a critical skill for adolescents as it fosters independent learning and enhances academic success. To develop SRL in adolescent students, guidance services should focus on helping students set clear goals and monitor their progress. Encouraging students to reflect on their learning processes, understand their strengths and weaknesses, and take ownership of their educational journey is essential. Guidance counselors can use structured activities, such as goal-setting workshops, self-assessment tools, and reflection journals, to help students track their progress and adjust strategies for improvement.

Additionally, guidance services should emphasize the importance of time management and organization skills. Adolescents often struggle with balancing academic tasks, extracurricular activities, and personal life. Offering practical strategies like creating daily schedules, breaking large tasks into manageable steps, and prioritizing tasks can help students manage their time more effectively. Guidance counselors can organize time-management workshops and provide personalized support to help students develop these crucial organizational skills that directly impact their ability to self-regulate their learning.

Finally, providing a supportive and encouraging environment is vital for fostering SRL in adolescents. Adolescents are more likely to engage in self-regulated learning when they feel motivated and supported. Guidance services should offer emotional and psychological support by promoting a growth mindset, reinforcing the value of perseverance, and celebrating both small and large successes. Creating a safe space for students to discuss challenges, share achievements, and seek advice will help them build confidence and resilience, further enhancing their ability to regulate their own learning and academic performance.

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