

Program intervensi membentuk kemampuan manajemen waktu untuk meningkatkan regulasi diri dalam belajar pada siswa smp dengan tipe disorganized underachiever = Intervention program forming time management skill to increasing self regulated learning on junior high school student with disorganized underachiever

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Abstrak

[Underachiever adalah kondisi yang banyak terjadi di kalangan pelajar, termasuk siswa SMP. Baslanti dan McCoach (2006) serta Bondurant (2010) menyatakan bahwa kondisi underachievement terjadi karena siswa tidak mampu melakukan regulasi diri di dalam belajar yang baik. Oleh karena itu, Zimmerman, Bonner, dan Kovach (1996) mengajukan model intervensi untuk siswa dengan underachievement melalui pengajaran 5 keterampilan akademik. Keterampilan akademik tersebut diajarkan kepada siswa guna meningkatkan kemampuan regulasi diri dalam belajar yang mereka miliki. Peneliti menggunakan model tersebut untuk memberikan intervensi kepada P, siswa SMP dengan tipe disorganized underachiever. Keterampilan akademik yang diajarkan kepada P adalah keterampilan manajemen waktu dan belajar yang lebih efektif. Model intervensi tersebut dikombinasikan dengan sistem organisasi informasi sekolah oleh Peters (2000). Efektivitas dari program intervensi ini dilihat dari kenaikan skor pre dan post-test yang diukur dengan Motivated Strategies for Learning Questionnaire (MSLQ) karya Pintrich dan DeGroot (1990). Peneliti menggunakan versi adaptasi dalam Bahasa oleh Puteri (2013), sehingga lebih sesuai dengan kondisi di Indonesia. Hasil penelitian menunjukkan bahwa program intervensi manajemen waktu meningkatkan kemampuan regulasi diri dalam belajar pada diri P.;

Underachiever is a condition that is quite common among students, including junior high school students. Baslanti and McCoach (2006) and Bondurant (2010) states that the condition of underachievement occurs because students are not capable to do self-regulated learning. Therefore, Zimmerman, Bonner, and Kovach (1996) propose a model of intervention for students with underachievement through teaching academic skills. There are five academic skills. The academic skills taught to students in order to improve their ability to do self-regulated learning. Researchers used the model to provide intervention to P, junior high school students with disorganized underachiever type. One of academic skills which taught to P is a time-management skills. The intervention model is combined with a system of organization of school information by Peters (2000). The effectiveness of this intervention program be seen from the increase in scores pre and post-test were measured with the Motivated Strategies for Learning Questionnaire (MSLQ) works by Pintrich and DeGroot (1990). Researchers use the Bahasa version, adaptation version by Putri (2013), so it is more appropriate to the conditions in Indonesia. The results showed that the time management intervention program increases the ability of self-regulated learning., Underachiever is a condition that is quite common among students, including junior high school students. Baslanti and McCoach (2006) and Bondurant (2010) states that the condition of underachievement occurs because students are not capable to do self-regulated learning. Therefore, Zimmerman, Bonner, and

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