The Role of SMART Strategy Training in improving SRL of Junior High School Students whose Scores are under the Passing Grade

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Abstract

Self regulated learning (SRL) is a process in which a learner activates his thought (cognition), feeling (affection) and behavior and which is expected to help students achieve learning objectives systematically (Zimmerman & Schunk, 2001). SMART (Specific, Measureable, Attention and Time) is a strategy in SRL processes. This study examined the role of this strategy in enhancing the Self-Regulation Learning (SRL) of Junior High School (SMP) students whose scores were under the school's passing grade (KKM). There were 10 students participated in this study; 6 males and 4 females. This study used quantitative action research that was conducted into two cycles in each of which the researcher measured and evaluated the findings. Using the different paired sample t-test, the result of the first cycle showed that there was no significant change in the participants' self-regulation (t=1.476, p>0,05). In the second cycle, it was also shown that there was no significant change of SRL score in post test I and post test II (t=0.152, p>0.05).

Key word: self-regulated learning, social cognitive, adolescence