

## Self-Regulated Learning as a Predictor of Learning Achievement of Underachiever Students at SMPN 12 Bekasi City

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### Abstract

*This study explores the impact of self-regulated learning on the academic achievement of underachieving students at SMPN 12 Bekasi City. Self-regulated learning, a critical element in academic success, includes the ability to plan, monitor, and evaluate one's learning activities. The research employed a quantitative descriptive method, selecting 49 underachieving students through purposive sampling. Data collection was conducted using structured questionnaires completed by the students. Statistical analysis identified a significant but negative relationship between self-regulated learning and academic performance, with a correlation coefficient of -0.172. This suggests that students with lower self-regulation tend to perform worse academically. The findings highlight the importance of targeted interventions to improve self-regulated learning skills among underachievers, which could potentially enhance their academic success.*

**Keywords** Self-regulated learning, underachievement, academic performance, education, SMPN 12 Bekasi

### INTRODUCTION

Education is a fundamental tool for preparing individuals to face the challenges of life, both in the present and the future. The ability to regulate one's learning—known as self-regulated learning—has been identified as a critical factor in academic success. Self-regulated learning refers to the process by which students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward the attainment of their learning goals. Despite its importance, many students, particularly those categorized as underachievers, struggle with self-regulated learning.

Underachievement in education is a significant issue, particularly in developing countries like Indonesia. According to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Programme for International Student Assessment (PISA), Indonesia's Human Development Index (HDI) and educational outcomes have been declining over recent years. For instance, in 1999, Indonesia ranked 109th out of 174 countries in HDI, reflecting poor performance in education, health, and income per capita. This downward trend is a cause for concern, particularly as education is a key driver of human development.

In particular, SMPN 12 Bekasi City has reported a high incidence of underachievement among its students. Despite possessing high intelligence, a significant number of students at this school perform poorly academically. These students, who could potentially excel, find themselves lagging behind due to factors that are not immediately apparent but are likely related to self-regulated learning deficiencies.

The issue of underachievement at SMPN 12 Bekasi City is reflective of broader challenges in the Indonesian education system. Despite the potential of these students, their academic performance remains below expectations. This underachievement is not only a



concern for the students themselves but also for educators and policymakers who are tasked with improving educational outcomes. Understanding the factors that contribute to underachievement is critical for developing effective interventions. Among these factors, self-regulated learning stands out as a potentially significant predictor of academic success or failure.

This study aims to explore the relationship between self-regulated learning and academic achievement among underachieving students at SMPN 12 Bekasi City. Specifically, the study seeks to:

1. Examine the extent to which self-regulated learning predicts academic achievement among underachieving students.
2. Identify the components of self-regulated learning that are most strongly associated with academic success.
3. Provide recommendations for educators and policymakers on how to improve self-regulated learning among underachieving students.

The findings of this study have significant implications for educational practice and policy. By identifying the key components of self-regulated learning that contribute to academic success, educators can develop targeted interventions to support underachieving students. Moreover, the study contributes to the broader field of educational psychology by providing insights into the mechanisms through which self-regulated learning influences academic performance.

The remainder of this paper is structured as follows. The next section provides a review of the literature on self-regulated learning and underachievement, drawing on both theoretical perspectives and empirical studies. The methodology section describes the research design, sampling, and data collection procedures used in this study. The results section presents the findings of the statistical analysis, which are then discussed in the context of the existing literature in the discussion section. The paper concludes with a summary of the findings, their implications for practice, and suggestions for future research.

## LITERATURE REVIEW

### Self-Regulated Learning

Self-regulated learning is a multifaceted construct that involves cognitive, motivational, and behavioral processes. According to Bandura's social cognitive theory, self-regulation involves three key components: self-observation, self-judgment, and self-reaction. These processes allow individuals to set goals, monitor their progress, and make adjustments to their behaviors and strategies to achieve desired outcomes.

Pintrich (2014) expands on this by defining self-regulated learning as a constructive process where students set learning goals, and then monitor, regulate, and control their cognition, motivation, and behavior. This process is dynamic and cyclical, meaning that students continuously adjust their learning strategies based on feedback and outcomes. High levels of self-regulation are associated with better academic performance, as students who are able to effectively manage their learning are more likely to achieve their goals.

However, research indicates that not all students possess strong self-regulation skills. Zimmerman & Martinez-Pons (1990) found that students with high self-regulation are more likely to engage in metacognitive activities, such as planning, monitoring, and evaluating their learning processes. In contrast, underachievers often lack these skills, leading to poor academic outcomes. This suggests that interventions aimed at improving self-regulation could have a significant impact on academic achievement, particularly for underachieving students.

### **Underachievement**

Underachievement refers to a discrepancy between a student's potential and their actual academic performance. According to Renzulli's three-ring model of giftedness, underachievement occurs when there is a mismatch between a student's cognitive abilities, creativity, and task commitment. This model highlights the importance of motivation in academic success, suggesting that even highly capable students may underperform if they lack the motivation to succeed.

Several studies have explored the factors contributing to underachievement, with many identifying self-regulation as a critical variable. For example, a study by McCoach and Siegle (2003) found that underachieving students often exhibit low levels of self-regulation, leading to poor academic outcomes. These students may struggle with goal-setting, time management, and maintaining motivation, all of which are essential for academic success.

In the context of Indonesian education, underachievement is particularly concerning given the country's declining educational outcomes. The findings of this study suggest that enhancing self-regulation skills among underachieving students could be a key strategy for improving academic performance and reversing these trends.

### **The Relationship Between Self-Regulated Learning and Academic Achievement**

The relationship between self-regulated learning and academic achievement is well-documented in the literature. Students who are able to effectively regulate their learning processes tend to achieve higher academic outcomes. This is because self-regulated learners are proactive in their learning, using strategies such as goal-setting, self-monitoring, and self-evaluation to enhance their performance.

Several studies have found that self-regulated learning is a strong predictor of academic success. For example, a meta-analysis by Dignath and Büttner (2008) found that self-regulation training programs significantly improved students' academic performance. Similarly, research by Zimmerman (2000) found that self-regulated learners were more likely to persist in challenging tasks, leading to better academic outcomes.

Despite the clear benefits of self-regulated learning, many students, particularly underachievers, struggle with self-regulation. These students may lack the skills and strategies needed to effectively manage their learning, leading to poor academic performance. This suggests that interventions aimed at improving self-regulation could be particularly beneficial for underachieving students.



## METHOD

### Research Design

This study employs a quantitative research design, specifically a correlational design, to examine the relationship between self-regulated learning and academic achievement among underachieving students. A correlational design is appropriate for this study as it allows for the exploration of the relationship between variables without manipulating the environment.

### Sampling

The study was conducted at SMPN 12 Bekasi City, with a total population of 355 students. From this population, a sample of 49 underachieving students was selected using purposive sampling. Purposive sampling was chosen because it allows for the selection of participants who meet specific criteria, in this case, underachieving students who possess high cognitive abilities but perform poorly academically.

### Data Collection

Data were collected using structured questionnaires designed to measure self-regulated learning and academic achievement. The self-regulated learning questionnaire was based on previously validated scales, and included items measuring goal-setting, self-monitoring, time management, and other aspects of self-regulation. Academic achievement was measured using the students' most recent grades in core subjects.

### Data Analysis

The data were analyzed using Pearson's correlation coefficient to examine the relationship between self-regulated learning and academic achievement. An F-test was also conducted to assess the significance of the relationship. The results were interpreted based on the correlation coefficient and the F-test values, with a focus on identifying the strength and direction of the relationship.

## RESULTS AND DISCUSSION

### Descriptive Statistics

The descriptive statistics provide an overview of the sample's characteristics, including the mean, standard deviation, and range of scores for both self-regulated learning and academic achievement. The results indicate that the majority of students in the sample have low levels of self-regulation, which is consistent with their underachieving status.

### Correlation Analysis

The correlation analysis revealed a significant but inverse relationship between self-regulated learning and academic achievement, with a correlation coefficient of -0.172. This suggests that students with lower levels of self-regulation tend to perform worse academically. The F-test result of 0.895 further supports this finding, indicating that the relationship is statistically significant.

The findings of this study are consistent with previous research on the relationship between self-regulated learning and academic achievement. The negative correlation between these variables suggests that self-regulation plays a crucial role in academic success, and that students who struggle with self-regulation are more likely to underperform. This is particularly concerning given the high incidence of underachievement at SMPN 12 Bekasi City.

The discussion will explore the implications of these findings for educational practice. It will suggest that interventions aimed at improving self-regulation could be particularly beneficial for underachieving students. These interventions could include training programs focused on goal-setting, time management, and self-monitoring, as well as strategies for enhancing motivation and task commitment.

The discussion will also consider the broader implications of the study for the Indonesian education system. The declining educational outcomes in Indonesia, as evidenced by international assessments like PISA, highlight the need for targeted interventions to support underachieving students. By improving self-regulation skills, educators can help students achieve their full potential and contribute to the overall improvement of the education system.

## CONCLUSION

This study has demonstrated that self-regulated learning is a significant predictor of academic achievement among underachieving students at SMPN 12 Bekasi City. The findings suggest that students with lower levels of self-regulation are more likely to underperform academically. This highlights the importance of self-regulation in academic success and suggests that targeted interventions aimed at improving self-regulation could have a significant impact on underachieving students.

The study has several implications for educational practice and policy. Educators should consider implementing training programs focused on self-regulation skills, such as goal-setting, time management, and self-monitoring. These programs could help underachieving students develop the skills and strategies needed to succeed academically.

Future research should explore the specific components of self-regulated learning that are most strongly associated with academic success. Additionally, longitudinal studies could provide insights into the long-term impact of self-regulation training on academic outcomes.

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