

## THE EFFECTIVENESS OF LIFE SKILLS COUNSELLING IN IMPROVING STUDENTS' SELF-REGULATED LEARNING

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**Abstract** : Tremendous growth in technology, as part of the dynamics of globalization, can lead to gaps in student learning. Students tend to seek information and instant gratification through technological tools that have a major impact on their learning approaches, making it more difficult for them to be self-regulated learners. The aim of this study is to analyse the effectiveness of life skills counseling approach in enhancing the ability of self-regulated learning for high school students. This research is an experimental design by using randomized pretest-posttest with control group. The participants of this study consisted of 54 students of Senior High School level who were in the tenth grade. The data of the study were collected by the Scale of self-regulation in learning. Data analysis is used by two stages. First, data analysis for testing required statistical assumptions, ie test of data distribution normality with Kolmogorov-Smirnov test technique and homogeneity test of variance with Levene test. Second, data analysis for testing of research hypotheses conducted with Independent Sample t-test. The study shows that the life skills counseling has a meaningful effect on self-regulated learning. The average score of the experimental group was higher than the control group on all components of self-regulated learning.

**Keywords** : Life skills Counseling; Self-regulated Learning; Students.

**Abstrak** : Pertumbuhan teknologi yang luar biasa, sebagai bagian dari dinamika globalisasi, dapat menimbulkan kesenjangan dalam pembelajaran siswa. Pelajar cenderung mencari informasi dan kepuasan instan melalui perangkat teknologi yang berdampak besar pada pendekatan pembelajaran sehingga mempersulit siswa untuk menjadi pembelajar mandiri. Tujuan dari penelitian ini adalah untuk menganalisis efektivitas pendekatan konseling kecakapan hidup dalam meningkatkan kemampuan belajar mandiri siswa. Penelitian ini merupakan penelitian eksperimen dengan menggunakan pretest-posttest dengan control group. Partisipan penelitian ini terdiri dari 54 siswa tingkat SMA yang duduk di kelas sepuluh. Data penelitian dikumpulkan dengan skala pengaturan diri dalam pembelajaran. Analisis data menggunakan dengan dua tahap. Pertama, analisis data untuk pengujian diperlukan asumsi statistik, yaitu uji normalitas distribusi data dengan teknik uji Kolmogorov-Smirnov dan uji homogenitas variansi dengan uji Levene. Kedua, analisis data untuk pengujian hipotesis penelitian yang dilakukan dengan Independent Sample t-test. Hasil penelitian menunjukkan bahwa konseling kecakapan hidup memiliki pengaruh yang berarti terhadap self-regulated learning. Nilai rata-rata kelompok eksperimen lebih tinggi dari kelompok kontrol pada semua komponen self-regulated learning.

**Kata Kunci** : Konseling Kecakapan Hidup; Pembelajaran Mandiri; Siswa.

## INTRODUCTION

Education has an important position in human life to produce the superior, resilient, creative, and civilized generation (Baharun, 2017). The 21st century and the global era, education around the world including in Indonesia is facing increasingly complex challenges. Education is an important vehicle (Muali et al., 2018). The education faced with a demand to be able to develop all the potential of the learner so that can survive and can play an active role in the global era. Peterson and Seligman emphasized the importance of equipping adolescents with certain attributes so that they are able to overcome the predictable difficulties they will face as they grow older (Peterson, 2004).

Globalization is characterized by an increase in economic and community integration around the world, transcending national borders, especially through international trade and capital flows, ideas and people (Chen & Lee, 2018). Globalization includes cultural and technological transfer, and the development of international regulation. Under these conditions, the boundaries between countries are either shrinking or even "disappearing".

The 21st century demands specific competencies, called the 21st Century Competencies. Within this framework competence includes the skills, attitudes, and knowledge required to succeed in school, at work, and in life in general (Mundiri et al., 2021; Wolters, 2010). Some of the competencies in question are: 1) establish and balance the goals of self; 2) initiating and directing self-activities; 3) work independently; 4) able to adapt efficiently to various roles, responsibilities and contexts; and 5) communicate and collaborate effectively with others to achieve common goals (Katerina Ananiadou, 2009). One of the most relevant competencies and skills with the 21st century competence is self-regulated learning (Wolters, 2010). Some characteristics of self-regulated learners are able to set learning goals, effective self-management to pursue goals, and initiate to work independently in order to achieve their goals (Zimmerman, 2000), maintaining awareness active from continuous task demands, owns and implements effective learning strategies and constantly monitors learning progress toward established goals (Akinde et al., 2017; Alves et al., 2017; Pintrich, 2004), is adept at creating and using various forms of feedback in learning tasks (Deborah L Butler, 1995). Some of these characteristics are seen as having strong relevance to the 21st century competence framework (Wolters, 2010).

In the setting of school education, self-regulated learning plays an important role for the optimization of student academic development, since self-regulated learning is the basis of academic (Zimmerman, 2000). Furthermore, Pintrich & Zusho argues that self-regulated learning is an important developmental task that must be mastered by individuals, as it is the key to adaptive growth and development (Marcia L. Laskey, 2010). Thus, the development of self-regulated learning skills in each student is an urgent need and is a strategic step in order to facilitate the optimal development of learners as well as to prepare

it to be a person capable of playing an active role in this century (Paul R. Pintrich, Suzho, 2002).

From the perspective of the development of life, high school students are at the age of adolescents, who are at a strong risk of losing motivation, attention, and self-regulation (Brett Zyromski, 2008). Motivation is something valuable for students (Bui Thi Thuy Hang, Amrita Kaur, 2017), and motivation as one of the determinants in learning (Khong et al., 2017). With high learning motivation, the success of student learning will be higher as well (Islam et al., 2018). In addition, tremendous growth in technology, as part of the dynamics of globalization, can lead to gaps in student learning. Students tend to seek information and instant gratification through computers, iPads, and iPhones that have a major impact on their learning approaches, making it more difficult for them to be self-regulated learners with adequate metacognitive awareness, less persistence in learning and less goal-oriented (Marcia L. Laskey, 2010; Zamroni et al., 2021). This conditions will result in students experiencing dysfunction in the ability of self-regulation.

The results of Savira & Suharsono to students of acceleration program in Malang revealed that; 54.2% of the subjects had low self-regulated learning. The low level of students' mastery of self-regulated learning skills will have a disadvantage not only in their learning development but also on the development of their cognition, affection and behavior aspects. Students with low self-regulated learning often fail to use effective learning strategies, have maladaptive motivational beliefs such as low self efficacy, goal orientation rather on appearance rather than mastery, frequent anxiety and fear of failure (Zimmerman, 2002).

In the perspective of social cognition theory, the occurrence of self-regulation dysfunction is mainly due to the ineffectiveness of forethought, such as goal setting and strategic planning; and weak performance control techniques, such as self-monitoring (Bandura, 1991a). Further, Zimmerman identifies several important personal sources of self-regulation dysfunction, namely: 1) lack of social learning experience; 2) low motivation, characterized by low apathy or interest, for example in classroom or home work completion process; 3) the appearance of mood disorders (mood), such as depression; 4) learning disabilities, such as cognitive problems in concentration, recall, reading and writing (Zimmerman, 2000).

School counselors can make unique contributions to facilitate student academic progress by intervening at two different levels (Lapan, Richard T, Kardash, CarolAnne M. Turner, 2002). First, school counselors need to play an active role in shaping the critical components of the school context that sustain or foster the development of self-regulated learners. Secondly, school counselors should work with students and teachers to continue to encourage students to use specific learning strategies whose effectiveness has been supported by empirical studies.

The basic theory of Self-regulated learning which is used as the foundation in this research is the social cognition theory from Bandura. This theory emphasizes that much of human behavior is directed toward goals and governed by future thoughts. The main mechanisms of self-regulation work through several sub-functions: self-monitoring, self-judgment, and self-reaction, as well as self-efficacy mechanisms, influenced by personal and environmental factors (Bandura, 1991b)

Based on the theoretical framework of social cognition, Pintrich proposed a self-regulated learning model, consisting of four phases: planning, monitoring, control and reflection (Paul R. Pintrich, Suzho, 2002). Self-regulated learning, as described by Pintrich refers to the process by which students apply some of their learning strategies, which include: 1) metacognitive strategies for planning, monitoring and modifying cognition in study; 2) motivation control strategy; 3) cognitive strategies for learning, remembering and understanding the subject matter; 4) management strategies and business control on academic tasks (Pintrich, 2004).

Based on the above description, the self-regulated learning framework in this study includes the ability to use: 1) metacognitive strategies such as goal setting, monitoring and self-evaluation; 2) motivational strategies, such as self efficacy, attribution and self-gratification; 3) cognitive strategies for learning and understanding of subject matter, such as rehearsal, elaboration and organization; 4) resource management strategies, such as time management and assistance seeking behavior.

In the school setting, guidance and counseling as an integral part of education (Mehmood, A., Rashid, M. & Azeem, 2011), aims to help the counselee achieve optimal development and self-reliance in the personal, learning, social and career aspects (Permendikbud, 2014), inculcate special skills and learning opportunities through the development of proactive and preventive academic, career, and personal / social experiences (Campbell, 1997); improve academic achievement, as well as foster positive attitude and study habits (Emmanuel, H.& Ephron, 2012)

In 2004, the American School Counselor Association (ASCA) issued a national standard of competence that students must master through the school counseling program. Some competency indicators, which are identical with self-regulated learning, should be pursued by the school counseling service program, among which are self-directed and self-directed learners (Become a self-directed and independent learner), using learning skills which are required for academic success, are able to seek information and support from schools, teachers, families and peers, apply time management and task management skills, and use knowledge of learning models to achieve satisfactory academic performance.

Counseling is an educational process where counselors flexibly use related skills as well as training skills to help the counselee achieve learning goals for the present and future (Nelson-Jones, 2005). More specifically, Krumboltz defines counseling as a learning process designed to help one learn ways to deal with emotional, social, learning and career issues

more effectively (Nelson Jones, 1993). As a learning process, counseling generates changes in the way counselee thinks, feels, and acts, or improves the insights, knowledge, skills and values and attitudes of the counselee.

## METHOD

This research is an experimental study with randomized pretest-post-test with control group design. This design is characterized by random placement of subjects into both the control group and the experimental group, so before the treatment, that the two groups become equal; presence the measurement of control and experimental group, both before and after treatment (Fraenkel, 2006). In this study, the effectiveness of lifeskills counseling as a treatment will be known through an increase in self-regulated learning skills in the experimental group after treatment, compared with the control group, given counseling service with counseling as usual model.

The participants of this study consisted of 54 students of Senior High School level who were in the tenth grade, coming from 4 schools, namely SMK Negeri 1 Kraksaan, SMK Nurul Jadid Paiton, Madrasah Aliyah Negeri (MAN) Paiton and SMA Nurul Jadid Paiton in 2017-2018 academic year. The 54 participants were obtained through two stages. At this stage there were 124 students whose learning achievement was below average. Second, selecting students with low self-regulated learning by administering scale of self-regulation in learning to these 124 students. At this stage, there were 54 students with low self-regulated learning. Furthermore, 54 students were placed randomly into the control group (27 students) and the experimental group (27 students). Based on the t-test result to the pretest score there was no difference in the self-regulated learning ability between the two groups before treatment. Therefore, experimental and control groups were posited to be equal in terms of self-regulated learning ability before treatment. In more detail the subject of this study is presented in the following table :

**Table 1: Details of Research Subject**

School Name	Experimental Group	Control Group	Total
SMKN 1 Kraksaan	10	10	20 Students
SMA Nurul Jadid	6	6	12 Students
MAN Paiton	5	5	10 Students
SMK Nurul Jadid	6	6	12 Students
<b>Total amount</b>	27	27	54 Students

Except pre-post test session, during nine weeks, one hour per week, each participant in the experimental group obtaining individual counseling with life skills counseling approach with the DASIE 5 stage model. While the control group underwent counseling sessions with the usual counseling approach in approximately the same time as the experimental group. Prior to the treatment, participants were asked to volunteer in the

study. They also get an explanation of the purpose of the counseling program that will be lived, duration, roles, and the benefits for them. At the eleventh week, after the conduct of the treatments, the researcher re-administered the instruments to obtain post-treatment data on self-regulated learning skills both in the experimental and control groups.

While the volunteers involved provide treatments are 5 school counselors with several criteria, including: have a Bachelor's background in Guidance and Counseling or have been certified as a school counselor, and have working experience as a school counselor at least 5 years. To provide guidelines to the counselors, researcher compiled a lifeskills counseling manual to improve self-regulated learning of students. This guidelines consists of two parts. The first section contains general guidelines, which include: introduction; the basic conception of man; basic conception of counseling; the role and function of the counselor; role of counselee; and systematics and time allocation of lifeskills counseling. The second section contains specific guidelines, which contain detailed descriptions of activities at each lifeskills counseling session in order to improve self-regulated learning. The guidelines were compiled based on the lifeskills counseling framework by Nelson-Jones. Furthermore, researcher trained the counselors involved in this research in order to have the same vision and perception of the lifeskills counseling guidelines. The procedure for implementing lifeskills counseling as a treatment to improve self-regulated learning is summarized in table 2 below;

**Table 2: The Implementation of Lifeskills Counseling to Improve Self-Regulated Learning**

Counseling Session	Stage	Work Objectives	Details Of Activities
<b>Session -1</b>	<i>Develop</i>	- Develop supportive relationships - Clarify the problem	- Develop supportive relationships - Perform structuring Grow counselee awareness about the condition of lack of skill as a problem
<b>Session -2</b>	<i>Assess</i>	- Identify and formulate propositions or hypotheses about how the counselee thinks and acts underlying his problems	- the counselor breaks down the problem of the counselee into the weakness component of thinking and acting skills - Formulating the problem of counselee into the term skill deficit thinking & acting - Write down identified skill weaknesses into specific formats
<b>Session-3</b>	<i>State</i>	- State the purpose of counseling - Plan action (intervention)	- Counselors and counselors agree that the purpose of counseling is to develop the skills of SRL - The counselor details the components of the SRL to be developed with the counselee

<b>Session-4</b>	<i>Intervene</i>	- Develop capability of metacognitive strategies counselee (cognitive planning)	- The counselor explains and provides examples of ways to do cognitive planning (setting learning goals, breaking goals into subgoals, and planning achievement strategies) - Study and practice counselors do cognitive planning by writing them into study journals - Giving assignment
<b>Session-5</b>	<i>Intervene</i>	- Develop capability of metacognitive strategies counselee (monitoring cognition)	- the counselor explains and exemplifies ways of monitoring cognition (eg keeping track of readings, or asking yourself questions) - Study and practice counselors perform monitoring of cognition - Giving assignment
<b>Session-6</b>	<i>Intervene</i>	- Develop the ability of motivation management strategies	- The counselor explores the motivation of the current counselee - explain and train strategies to improve self-motivation ( <i>positive self-talk, self-consequating, dan relevant enhancement</i> ) - Counselees practice strategies to improve self-motivation - Giving assignment
<b>Session-7</b>	<i>Intervene</i>	- Develop cognitive strategy skills in learning	- The counselor explains and demonstrates how to rehearsal, elaborate, and organize the subject matter - Counselees practice rehearsal strategies, elaborations and organizational subject matter - Giving assignment
<b>Session-8</b>	<i>Intervene</i>	- Develop capability of resource management strategies	- Facilitating counselees learning to manage time, organize learning environments, and help-seeking strategies. - counselees practice using these strategies - Giving assignment
<b>Session-9</b>	<i>Emphasize</i>	- Evaluate - Consolidate	- The counselor evaluates the attainment of counseling goals with the counselee

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- Consolidate the counselee to transfer and retain the achieved SRL skills

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The instrument used in this study is the Scale of Self-Regulation in Learning, developed based on self-regulated learning constructs developed by Pintrich. This self-regulated learning model refers to the use of metacognitive strategies, self-motivated management strategies, cognitive strategies, and resource management strategies in order to control and manage learning activities (Paul R Pintrich & De Groot, 1990). The instrument answered as 5 point likert scale (1-highly inappropriate for me, 5-highly appropriate for me). Some items are written in a favorable statement and some are written in unfavorable statements. Item analysis with Item-Total Correlation technique on the Scale yielded 39 valid items from 48 items analyzed. The application of Cronbach alpha technique to the scale of Self-Regulation in learning produces a level of reliability of 0.977.

Data analysis in this research is done two stages. First, data analysis for testing required statistical assumptions, ie test of data distribution normality with Kolmogorov-Smirnov technique and homogeneity test of variance with Levene test. From result of normality test known that probability value for self-regulated learning variable = 0,617 > 0,05. Meanwhile, from result of Levene statistic test known that probability value = 0,135 > 0,05. Thus, this research data can be further analyzed with parametric statistics. Second, data analysis for testing of research hypotheses conducted with Independent Sample t-test. All data analysis mentioned above is done with the help of program SPSS 16 for Windows.

## RESULT AND DISCUSSION

The results of this study are summarized in table 3 below;

**Table 3: Means, Standard Deviations and T-Test Scores on Self-Regulated Learning For The Pre-Test and Post-Test**

Factor / variable	Group	N	Pre Test				Post Test			
			Mean	SD	t	p	Mean	SD	t	p
Metacognitive Strategies	Experiment	27	20.29	1.81	-.45	.65	29.29	2.56	2.74	.008
	Control	27	20.51	1.78			27.18	3.07		
Motivation Management Strategies	Experiment	27	21.81	1.86	.51	.61	30.70	3.65	2.69	.009
	Control	27	21.55	1.88			27.85	4.10		
Cognitive Strategies	Experiment	27	21.92	2.85	-.30	.76	31.03	4.37	2.94	.005
	Control	27	22.18	3.41			27.85	3.54		
Resource Management Strategies	Experiment	27	35.51	2.54	-.19	.85	48.03	5.16	3.01	.004
	Control	27	35.66	3.11			43.81	5.15		
<i>Self Regulated Learning</i>	Experiment	27	99.55	1.52	-.92	.36	139.07	9.80	4.01	.000
	Control	27	99.92	1.43			126.70	12.67		



The pre-test results in Table 3 illustrated that the significance value ( $p$ ) in terms of metacognitive strategies, motivation management strategies, cognitive strategies, resource management strategies and on the self-regulated learning variable is greater than 0.05. Thus it can be stated that in the pre-test condition there is no significant difference between the experimental group and the control group in terms of metacognitive strategies, motivation management strategies, cognitive strategies, resource management strategies and on the self-regulated learning variable.

However, in the post-test condition it is known that the mean score of metacognitive strategies, motivation management strategies, cognitive strategies, resource management strategies and on the self-regulated learning variable for the experimental group is higher than the control group. The difference is considered very significant, because the significance value is smaller than 0.01. Thus it can be stated that lifeskills counseling effectively improves metacognitive strategies, motivation management strategies, cognitive strategies, resource management strategies and self-regulated learning skills of students.

The empirical findings of this study prove that the lifeskills counseling intervention successfully improves self-regulated learning skills of the counselee through enhancement of metacognitive strategy skills, self-motivated management strategies, cognitive strategies for learning, and resource management strategies. In helping to improve the self-regulated learning skills of counsees, counselors use three basic methods of lifeskills counseling. First, explain (Tell), which gives counsees a clear instruction about self-regulated learning. Second, show (Show), which is demonstrating how to implement self-regulated learning in learning. Third, Do (Do) that guides the counselee perform activities and structured home tasks related to the application of self-regulated learning in counselee learning activities.

In the behavioristic point of view, the formation of self-regulated learning skills in counsees is achieved through the process of shaping, which is a method of forming behavior by arranging a set of behaviors and continuously approximating the desired behavior (Nelson-Jones, 2011). In the process of shaping, the counselor is varied and integrative using vicarious learning principles, is participant modeling by the counselor and enactive learning principles, in which counsees practice self-regulated learning skills between counseling sessions.

In addition, the enhancement of self-regulated learning skills of the counselee, especially in the motivation component is achieved through the application of self-talk coping and self-reward. In the viewpoint of Rational Emotive Behavior Therapy (REBT) both are coping statements, self-statements used to deal with and overcome problems that have a motivational effect (Nelson-Jones, 2011), for example the statement "I can complete this task". While in a cognitive perspective, the behavior of these two things is essentially a manifestation of self-instruction developed by Michenbaum to train students of self-management skills. Such a self-talked-in self-talk will lead to the creation of a positive

outlook on duty and the growth of persistence (motivation) in the face of adversity (Schunk, 2012).

The results of this study support two previous studies conducted by Saadatzaade that successfully improve students' self-regulated learning skills through the intervention of solution-focused counseling approaches. Self-regulated learning is a skill that can be taught and trained (Saadatzaade, R. dan Khalili, 2012). Some research findings prove that self-regulated learning can be developed in many ways. Anderton succeeded in developing the skills of the teachers of the teachers who were the subject of his research using the format of goal analysis / planning, monitoring strategies, and weekly assessment online (Anderton, 2006). Masuil (2005) managed to improve the ability of reflection and attribution as a basic component of the SRL. Likewise, Holden proves that the implementation of the SRL strategy into the life science learning has a significant effect on the students' ability of the students, especially on the metacognitive and time management strategies (Holden, 2009). While Van den Boom succeeded in improving the student's SRL skills by training in reflection activities combined with the provision of external feedback (tutors or peers). DiPipi-Hoy succeeded in improving the ability to manage the time, which is a component of resource management, from research subjects by providing time management learning interventions (DiPipi-Hoy, C., Jitendra, A., Kern, 2009).

### **1. The Effectiveness of Lifeskills Counseling in Improving Metacognitive Strategies**

The ability of counselor metacognitive strategies is obtained through the application of mind-set interventions, namely: set of realistic goals, and action skills interventions, ie plan sub-goals and sequence graded tasks. Implementing a set of realistic goals of counselors helps skilled counselees formulate realistic, specific and timed learning objectives. Through the implementation of sub-goals and sequence graded tasks, counselors train counselees to break complex objectives into proximal (short-term) goals so as to become a series of tiered tasks.

In developing counselee skills for metacognitive strategies, counselors use three basic methods of life skill counseling, by way of explaining (Tell), showing and doing (Do). In this case the counselor acts as both a coach and as a model in implementing metacognitive strategies. In social cognitive theory, what the counselor does is essentially an application of cognitive modeling. According to Meichenbaum, cognitive modeling is done by combining explanations and demonstrations that accompanied the verbalization of model minds and the reasons for performing the modeled actions. Some research findings prove that cognitive modeling is more effective in teaching skills than explanation alone (Schunk, 2012).

The findings of this study support and are consistent with the findings of research conducted by Lemberger, ME & Clemens, EV that small group counseling interventions as part of the Student Success Skills (SSS) program succeed in improving metacognitive skills, feelings tied to school and student executive functions significantly. The findings

of this study also support the findings of Saadatzaade research that group counseling focuses on solutions that successfully teach goal setting, self-monitoring and ability to assess coefficient of counselee plans that are an essential component of the skills metacognitive (Saadatzaade, R. dan Khalili, 2012).

The second component of metacognitive strategies is cognitive monitoring. The lifeskills counseling intervention used to pursue cognitive monitoring capability is by applying action skills interventions, namely self-monitoring skills. With systematic self-monitoring, the counselee will become more aware of his thoughts, feelings, and actions (Nelson Jones, 1993). The process of counseling cognitive counseling during counseling can be explained through the A-B-C (Antecedent-Behavior-Consequence) mechanism in the operant conditioning theory of Skinner. First, the counselor's request to the counselee to make and write down the trick questions before starting the reading is an Antecedent (A). Secondly, the counselee's effort to answer his own questions is a form of Behavior (B), and thirdly, the consciousness of the counselee on the progress of understanding and progress toward the achievement of his learning goal is Consequence (C) which gives a feeling of satisfaction or relief because in that way the counselee can know the development learning outcomes. This kind of consequence by Skinner is referred to as a reinforcing stimulus that can increase the probability of similar responses in the future (Schunk, 2012). This is relevant to Bercher's research findings that self-control sheets functioning as a self monitoring tool can increase students' awareness of the appropriateness of their involvement in academic tasks to the standards they have set for successful learning.

## **2. The Effectiveness of Lifeskills Counseling in Improving Self Motivation Management Strategies**

The results of this study prove that lifeskills counseling effectively improve the ability of self-motivation management strategy, which includes the ability to perform self-talk positive, self-consequencing, and relevant enhancement. Improving the ability of the counselee in that case will in turn have an impact on increasing the self-efficacy and belief in the value of a task (task value beliefs) of each counselee.

One method or technique of lifeskills counseling intervention in seeking counselee ability of self-motivation management strategy is use-coping self-talk technique. Motivation plays a significant role in a human's activities (Ibrahim et al., 2017). This technique involves replacing negative self-statements with more helpful revelations. In the perspective of cognitive behavior theory, self-talk coping is basically a self-instruction developed by Meichenbaum of the principles of self-talk to train students of self-management skills (Woolfolk, 2009).

In the perspective of the sociocultural theory of Vygotsky, self-talk coping is a manifestation of Private Speech, a self-directed talk that guides mind and action.

According to Vygotsky Private Speech plays an important role in cognitive development by bringing children into self-regulation, ie the ability to plan, monitor, guide the mind, and overcome their own problems (Woolfolk, 2009)

The second technique that counselors use in developing skills in self-motivation management strategies is the internal self-reward technique. This includes self-speech which indicates the counselee's satisfaction on the achievement of sub-goals or goals. In the theory of operant conditioning, self-reward is a reinforcing stimulus which can increase the probability of similar responses in the future. This is in line with the words of Bandura that rewarding yourself for a job that you solve well can produce a higher performance than simply setting goals and keeping up with progress (Bandura, 1986).

The findings of this study support and are in line with some of the results of research in the field of counseling, which revealed that counseling interventions can improve the self-efficacy of the counselee. Some researchers found significant evidence that the behavioral cognitive counseling approach (CBT) effectively increased the self-efficacy of high school students (Keshi, 2013), improved self-efficacy and student learning achievement (Kumar, V & Sebastian, 2011), increase self-efficacy, assertiveness and lower anxiety (Ilkhchi, S. V., Poursharifi, H., Alilo, 2011). In addition, Mohammadi research revealed the fact that the multidodal counseling approach of Lazarus effectively improves the self-efficacy of women with obsessive compulsive disorder (Mohammadi, M. Dan Akbari, 2015). While the study of Fidel also proves that the Rational Emotive Behavior Therapy (REBT) counseling approach effectively improves the self-efficacy of vulnerable students academically (Fidel, 2012)

### **3. The Effectiveness of Lifeskills Counseling in Improving Cognitive Strategies**

The results of this study show that lifeskills counseling interventions effectively improve the cognitive strategy of the counselee. In lifeskills counseling, the development of cognitive strategy is done through three basic methods, namely by explaining (Tell), showing (Show) and doing (Do) how to do these three learning strategies. Using the use visualizing skills technique, counselors train counselees to create a mental image (visual image) by creating a concept map of the subject matter learned. With these exercises the coaches are eventually trained in rehearsal, organizational and elaboration strategies. Furthermore, through intervention action skills rehearsals and action skills experiments, counselors train counselees practice (Do) these three cognitive strategies.

In theory of observational learning and / or social cognitive developed by Bandura, individuals can learn through vicarious learning mechanisms, is learning by observing others. According to Bandura one can learn cognitive skills and act as well as manage their behavior on the basis of vicarious knowledge acquired about the advantages or risks of the actions experienced by others (Bandura, 1986).

The findings of this study are consistent with Berger's research findings that small group counseling interventions specifically designed for underachiver students have

improved their ability to use organizational strategy, time management, and motivation convincingly. Similarly, Kayler, revealed that the small group counseling interventions they apply to students whose learning achievements below grade averages succeed in improving learning behaviors, including their study skills (Kayler, H., & Sherman, 2009)

#### **4. The Effectiveness of Lifeskills Counseling in Improving the Resource Management Strategy**

The results of this study reveal that lifeskills counseling interventions effectively improve the capability of resource management strategy of the counselee. In helping the counselee develop a resource management strategy, the counselor applies the basic methods of lifeskills counseling, which explains (Tell), shows and performs (Do). With the techniques of timetable activities, self-monitoring and actions skills experiments. The counselor trains a resource management strategy counsel, which includes arranging the daily study schedule, seeking help, and managing the learning environment.

In the perspective of behavioristic psychology, the formation of the capability management strategy strategy is the result of "Shaping", a method of forming behavior by arranging a set of behaviors and continuously approximating the desired behavior (Nelson-Jones, 2011). In helping the counselee plan a complex task completion, the counselor does several things. First, helping counselees perform task analysis, by training them to break the task into specific sub-tasks, thus forming a series of multilevel tasks. Second, to help counselees identify possible behavioral efforts to complete each set of tasks, including the possibility of seeking help. Third, train the counselee to plan the completion time of each set of tasks and arrange them into a schedule that is possible achieved by the counselee.

The development of counselee capabilities in resource management strategies can also be analyzed from the perspective of Vygotsky's sociocultural theory. One of the main points of the Vygotsky theory is the Zone of Proximal Development (ZPD), namely: the distance between the actual rate of development determined by the problem solving independently with the level of developmental potential determined through problem solving with the help of adults or through cooperation with more peers able. From the concept of ZPD was born the concept of instructional scaffolding which has five main functions, namely: provide support, serve as a tool, extend the range of learners, allow completion of tasks that were not possible to solve itself, and use it selectively only as necessary (Schunk, 2012).

The concept of providing assistance in learning is also part of Bandura modeling modeling techniques, where a teacher initially modeled the skills he taught, then gradually reduced his or her support as students' skills began to increase (Bandura, 1986). Teachers are required to be professional in planning their learning (Hasan Baharun, 2018). Through the method of telling, showing and doing, the counselor performs

scaffolding and participant modeling to improve the ability of the counselee in terms of a resource management strategy that at some level is already owned by the counselee (Bandura, 1986).

The results of this study support the findings of research conducted DiPipi-Hoythat successfully improve the time management capability of adolescents with developmental disabilities (DiPipi-Hoy, C., Jitendra, A., Kern, 2009). The findings of this study also reinforce the results of Nadinloyi's study that effective time management training improves the time-management skills of their study subjects (Nadinloyi, Karim B., Hajloob, N., Garamaleki, N.S., & Sadeghi, 2013)

## CONCLUSION

The results of data analysis with t-test revealed that the lifeskills counseling proved to be effective in improving students' skills in terms of metacognitive strategies, self-motivated management strategies, cognitive strategies, and resource management strategies. This proves that the ability of students' self-regulated learning can be grown and developed, either through teaching activities or school counseling services. Therefore, school counselors may consider injecting self-regulated learning into guidance & counseling programs, and periodically train their students with self-regulated learning skills. School counselors should continue to ensure that their students have and develop adequate self-regulated learning skills through the delivery of responsive services, such as counseling, either individual or group counseling. In addition, school counselors may also collaborate with teachers in fostering students' SRL skills, by establishing it as one of their teaching objectives.

Considering the limitations on the design and analysis of data, it is necessary to conduct further research on the effectiveness of lifeskills counseling in improving self-regulated learning with more sophisticated designs, such as mixed methods in order to gain a complete understanding of the influence of lifeskills counseling on increasing self-regulated learning as the counselee thinks and feels. In addition, it is also necessary to add certain procedures, such as focus group discussions (FGDs), which allow counselees to discuss what they gain and experience at each counseling session.

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