

Review Article

Group Guidance Services with Self Regulation Techniques for Students

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Abstract: Group guidance is an activity of existing services in guidance and counseling is help full to discuss the topic of problems that are common to both topics task or topic freely discussed the topic of the present that can be taken through the media, such as newspapers, magazines, television, internet and others are discussed groups. With the techniques of self-regulation in the group to facilitate members of the group in preparing: (1) planning,(2) self monitoring, (3) self-reflection/self-evaluation.

Keywords: services; group guidance; self-regulation techniques

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INTRODUCTION

Schunk and Zimmerman (2001: 37) introduced the concept of "Self-Regulated Learning". In the process of learning that must be owned by a student who can be assumed to include the category of 'self-regulated' is an active student in the learning process, both meta cognitive, motivational, and behavioral effects. They generate ideas, feelings and actions to achieve learning purposes.

Mechanical self regulation can also be done by maintaining the motivation to complete the task of learning. Taught himself to have the efficiency of the ability to complete the task successfully. Furthermore, by using the technique of controlling attention to maximize attention on the learning task. Taught himself tried to focus their attention on the problem and explain their emotions. Mechanical

application of self-regulation is to select and use the appropriate way to learn. Techniques to monitor yourself is with a view gradually to see how to achieve the goal. Evaluation techniques themselves that determine what has been done or incurred in a business. Learn by themselves determine what they have learned and are effective for their purpose. The latter technique is the reflection to determine the extent to which the motivation to learn has been successful and efficient and the possibility of identifying for effectiveness impending.

In line according a group counseling services as activities to disseminate information in a group atmosphere and the preparation of a plan for making the right decisions with the dynamics of the group as a vehicle for achieving the objectives of the activity of guidance and counseling.

Another definition proposed states tutoring service group as a guidance service that allows a number of learners jointly acquire a variety of materials of certain resource persons (especially from mentors / counselors) are useful to support the everyday lives of both individuals as well as students, family members and the community as well as for consideration in decision making. Techniques of self-regulation (self-regulation) is expected to more students can manage and planning in order to be scheduled him to better himself in his study and more controlled.

According to Rahman (2013: 68) states that "self regulation is used to refer to a more general concept of the behaviors directed at achieving goals either consciously or unconsciously". Self Regulation is an attempt to control the thoughts, feelings, and behavior in order to achieve a goal (the effortful control of thoughts, emotions, and behaviors in the service of a goal) Hofmann, Friese, & Strack, 2009; Reynolds, Penfold, and Patak, 2008, (in Rahman, 2013: 69).

Good self-regulation tends to make students believe in their ability and motivated to achieve the maximum, so trying to take action towards achieving the desired goal. One person who has a good regulation will be able to inflict on her motivation in achieving the desired goal of self-regulation that is less contrast, tend to make students less consistent in achieving the goals and desires to be achieved so that students are less motivated. Actions and behavior become less focused, less able to direct the behavior of individuals who regularly completing tasks (Wayne, et al. 2009: 161).

Further research proved that there is a positive and significant correlation between self-regulation and achievement motivation. Research Zemeran (2008: 167) in the journal entitled "Investigating the Self-Regulation and Motivation: Historical Background, methodological Developments and Future Prospects" which states that self-regulation can be an arrangement to enhance learning motivation in students through thinking and their own behavior,

According to (Krause, Bochner, Duchesne and Mac Maugh, 2010: 521) states self-regulation techniques as follows: "self regulation approaches students learn many

self-regulatory skills in the everyday in the first day of school raising one's hand before speaking, waiting, your turn to speak, and learning to be patient while standing in queues. Later in school life, self-regulatory learning continues - managing emotion in playground Spats, stopping and thinking before answering in class, and Increased awareness of the responses and reactions of the other. Two approaches that is: (1) self-monitoring strategies: a self-regulatory strategy in which the student pays attention to Reviews their own thinking or behavior, (2) self-talk strategies: strategy in the which a student can use the internal dialogue in their own mind to send himself or herself messages about Reviews their behavior or performance."

Expected to self-regulation techniques students can control himself with his behavior, thoughts and feelings Through the self-regulation is also someone can direct their own actions (Taylor, 2012: 133). Thus the importance of guidance and counseling teachers, provide an overview material about students having trouble learning, group counseling services to help students' self-regulation techniques in providing the planning, monitoring and evaluating themselves on the basis of mutual assistance groups.

It made me interested will conduct group counseling services with self-regulation techniques for students, which is expected by using the technique of self-regulation more students can express ideas related problems group learning, self-regulation is an ability to organize their own action.

DISCUSSION

Group Guidance Services

Gazda (in Wibowo, 2005: 39) argues that the group counseling at school is an activity information to a group of students to help them make plans and decisions. Guidance groups were also held to information that is personal, vocational and social. Gazda (in Wibowo, 2005: 17) states that the group counseling is an activity in which a group leader provide information and guide the discussion so that members of the group to be more socially or to help the group members to achieve common

goals, organized to prevent the development of problem, which is its main content includes information on education, employment, personal and social problems that are not presented in the form of lessons. Romlah (2001: 17) of group counseling is the process of assistance given to individuals in a group situation, is intended to prevent problems and to develop students' potential. Prayitno (2004: 45) of group guidance is the guidance given in a group atmosphere or rather an attempt guidance to individuals through group procedures by using group dynamics as the soul and the navigation group.

Group counseling concluded as the process of assistance given to individuals in a group setting that uses group dynamics in a focused and positive (Susanto, 2012). The aim is to provide information and data to facilitate decision-making and behavior is to prevent the problem and develop the potential of individuals.

Description perspective Gazda group guidance (in Wibowo, 2005: 17) researchers are planning and setting it as grating instrument group counseling services. That group counseling is an activity in which a group leader provide information and guide the discussion so that members of the group to be more socially or to help the group members to achieve common goals, organized to prevent the development of problems, which is its main content includes information on education, employment , personal and social problems that are not presented in the form of lessons.

Type Group

Prayitno (2004: 25) argues that in the implementation of guidance and counseling services through the engineering group, there are two types of groups that can be developed that is free group and group assignments.

The Group of Free/Open

Free groups conducted with characteristics as follows: no preparation, direction and content of the group is left entirely to the members of the group (topics determined on agreement of members), the topics presented were not personality, required readiness of leaders to be able to observe, to set the course activities, preparing activities interlude.

Task Group/Closed

This group direction and content of the group's activities have been defined by the group leader. The leader of the group as a facilitator of selected topics are topics of a general nature (learning strategies in schools, the use of school facilities to support student assignments, and so on. All the members to concentrate on the task. The purpose of the completion of the task does not diminish the importance of the purpose of group counseling that is the development of attitudes, skills and social courage to tolerate.

Guidance Service Functions

According Sukardi (2003: 49) the function of the guidance of the group is the understanding and development. The function of understanding means that students have the understanding and development. The function of understanding means that students have an understanding of himself (his potential) and lingkunganya (education, employment and religious norms). Based on this understanding, students are expected to develop their own potentials optimally and adapt itself to the environment in a dynamic and constructive. While the function of the development means Shiva can develop all the existing potential in him as optimally as possible.

Interest Group Tutoring Service

The success of group guidance strongly influenced the extent to which the objectives to be achieved in a group organized services. Gibson and Mitchell (2011: 275) explains that the group guidance with contents that include educational information, work, personal or social aims to provide accurate information for group members who can help them make planning and more informed life decisions. In other words, can be explained that the purpose of counseling services as a group, are so counselee served be able to set its own life, has his own views, rather than imitating other people's opinion, taking a stand alone, and dare to bear alone the effects and consequences of the action.

Group counseling in secondary education has benefits for both the professional guidance staff and for the students. Students need guidance group that sustains their development especially career development, social

development and increased self-awareness (Winkel and Hastuti, 2006: 563-565).

According Tohirin (2007: 172) the purpose of counseling services in general groups: group counseling services aimed at the development of social skills, especially the ability to communicate service participants (students). More specifically the group counseling services aimed at encouraging the development of feelings, thoughts, perceptions,

insights and attitudes that support more effective and behavior that increase the ability to communicate both verbal and nonverbal students.

Operational of Group Guidance Services

Prayitno (2004: 76-82) in a group counseling services requires preparation and execution practices. Step-by-step guidance service groups as follows:

Table 1. Operational Group Guidance Service Components

Component	Group conseling
Planning	<ol style="list-style-type: none"> 1. Identifying topics to be discussed in the counseling group (topic or topics duty-free) 2. forming a group 3. Develop a schedule of activities 4. Establish procedures for service 5. Setting a service facility 6. Setting up the administrative requirements
Implementation	<ol style="list-style-type: none"> 1. Communicate the plan of group counseling services 2. Organizing activities of group counseling services 3. Organizing services BKP through the stages of implementation: <ol style="list-style-type: none"> a. formation b. transition c. activity d. closure
Evaluation	<ol style="list-style-type: none"> 1. Establish evaluation materials 2. Establish procedures for evaluation 3. Develop evaluation instruments 4. Optimize the evaluation instrument 5. Process the application instrument
Analysis of the evaluation results	<ol style="list-style-type: none"> 1. Establish norms / standards of analysis 2. perform analysis 3. Interpreting the results of the analysis
Follow-up	<ol style="list-style-type: none"> 1. specify the type and direction of follow-up 2. communicate action plans to related parties 3. implement an action plan
Report	<ol style="list-style-type: none"> 1. compiling reports BKP services 2. submit a report to related parties 3. documenting service report

Group Guidance Components

The components contained in the group counseling services among which the leader of the group, the group members, as well as the dynamics of the group. More details will be authors describe as follows:

1) Group Leader

In the role of a group, counseling service group leader is very important, namely as a process control activities conducted group counseling services.

According to Prayitno (2004: 04) explains that the group leader (PK) are counselors who are trained and authorized to organize professional counseling practice. Meanwhile, according to Walgito (2006: 102) explains that leadership is a trait that can affect a person's activity as well as an instrument of his followers in order to launch an activity to achieve the goal.

So it can be explained that the group leader is someone who has an important role in a group that is to influence and launch a group

activity in achieving the objectives of the group. Therefore, the group leader is required to have skill and attitude as the leader of the group. As described Prayitno (2004: 34) that the counseling teacher must master and develop abilities (skills) and attitudes appropriate to the implementation process of group activities effectively.

According to Prayitno (2004: 34), The skills and attitudes include:

- a. The will and effort to get to know and learn about group dynamics, group leader functions and mutual relations between people in a group.
- b. Willingness to accept other people, namely members of the group.
- c. The desire to be approachable and helped to foster mutual relationships between members of the group.
- d. Willing to accept different views and different attitudes.
- e. Focusing on all aspects of the group.
- f. Onset and maintenance of relationships between group members.
- g. Briefing the firm in order to achieve a group goal.
- h. Confidence will benefit from the dynamics of the group as a place to help members of the group.
- i. Have a sense of humor, satisfied and happy that both were experienced by leaders and members of the group.

2) Member of the Group

Members of the group is a group of people who voluntarily participated in the group, led by a counselor or teacher guidance and counseling professionals serve to have the same purpose among the members of the group. To the members of the group must follow the rules that have been agreed.

But not all groups of people or individuals to serve as members of the group counseling services. To be the implementation process of the activities of group counseling services than a counselor or counseling teachers need to form a collection of individuals into a group that has the same goal.

3) Group Dynamics

A good group if the group is with of colors by high spirits, cooperation smoothly and steadily, fiber mutual trust between the

group members. Prayitno (2004: 23) explains that the dynamics of the group is the synergy of all the factors that exist within a group, means a simultaneous deployment of all the factors that can be driven in a group. Thus the group dynamics that animate the soul and live a group.

Evaluation

Assessment or evaluation of group counseling services oriented towards the personal development of students and the things perceived by members useful. Assessment of group guidance activities can be done in writing, either through essays, checklists, simple checklist (Prayitno, 2004: 81). Each meeting, at the end of the activities of the group leader, asks group members to express their feelings, opinions, interests, and attitudes about something that has been done during group activities (concerning both content and process).

Besides members of the group also are asked about things that are most valuable and something lacking in enjoying the activity. Assessment or evaluation and results of the activities of this group tutoring service starts are not the criteria of "right or wrong", but oriented to the development, progress or recognize the positive developments that occurred on the members of the group. Prayitno (2004: 81) argues that the assessment of group counseling services be more "in the process", this can be done through:

- 1) Observe the participation and activity of participants during the activity.
- 2) Disclose the participants' understanding of the material to be discussed
- 3) Reveal the usefulness of the service for the members of the group, and Acquisition of members as a result of their participation.
- 4) Expressing interests and attitudes of group members about possible follow-up activities.
- 5) Reveal about the smooth process of the implementation of the service and the atmosphere.

Effectiveness of Group Guidance

To explain the effectiveness of group counseling techniques used in the system. The system is an integral and complex and organized. According to Prog (in Wibowo, 2005: 183) system as an integral unity of a number of components, such components influence with their respective functions, but together these functions focused on achieving a goal. According to Hussain (in Wibowo, 2005: 185) the basic components of the system is input, process, feedback, control, and output.



Figure 1. Three Basic Components of the System

Once you know the three basic components of the system, it can be concluded that the system is a way to analyze the components of the system in a steady situation and interconnected between components and to assemble a new view in order to provide optimum results from the system.

Mechanical systems in group counseling are designed to utilize the scientific analysis on the problem of managing the process of group counseling. The goal for the development and implementation of the operating system group counseling and assistance focused on understanding, personal development, and prevention. Systems engineering emphasized on the interrelationships between components or subsystems. The effectiveness of the system lies in the success of connecting components or functions with one another.

Group guidance system will run well if all the components are in good condition to move and perform tasks in accordance with their respective functions. Mechanical systems directed at achieving goals that are really needed as a form of accountability of program guidance services group that carried out on students. Group counseling program is a component of the education program at the school and is a subsystem of the community that supports (society). Interest group guidance reflects and supports the objectives of education in schools. Mechanical system

linkage system put in perspective and emphasized the goal to goal achievement effectiveness and efficiency objectives in the harmonious coordination of components in the system.

Group counseling be effective and efficient if all the elements involved in the process of guidance is seen as a system. Variable or component of the system in group counseling by Wibowo (2005: 189), namely: "Variable raw input (students/ group members); instrumental input (counselors, programs, stages and means); environmental input (norms, goals and environment); processor intermediary (interactions, treatment of behavioral contract that was agreed to be changed and the group dynamics); output that is related to changes in behavior or control tasks".

The components contained in the guidance of the group as a system must be well integrated because the components can support both integrated and optimally smooth achievement of goals. Functional relationships and integration of all components in group counseling plays an important role in determining the success of group counseling as a system. In the absence of an integrated functional relationship between all components in good condition do not have any practical significance in achieving the goals of group counseling.

Self-Regulation

According to Rahman (2013: 68), Self-regulation is an attempt to control the thoughts, feelings, and behaviors in order to achieve a goal (the effortful control of thoughts, emotions, and behaviors in the service of a goal (Hofmann, Friese, & Strack, 2009; Reynolds, Penfold, and Patak, 2008).

According to Tylor (2012: 133), "self-regulation is referring to the way people control and direct their own actions". Bandura in (Alwisol, 2009: 285), self-regulation is that "Man has the ability to think, with the ability of humans to manipulate the environment, causing changes in the environment due to human activities. According to Bandura, there will be reactive and proactive strategies in self-regulation. Reactive strategies used to achieve the goals, but when the goal is almost achieved, an active strategy which set a new goal higher. There are three processes that can wear to perform self-regulation, ie manipulating external factors, monitoring and evaluating internal behavior. Human behavior is the result of the reciprocal influence of external and internal factors".

Along According Feist & Feist (2013: 219), states that self-regulation is the "man motivating and directing their actions through the control proactive by creating a worthy aim, which can create a state of disequilibrium, and then moving abilities as well as their business is based on estimates that are anticipatory of what it takes to achieve that goal".

Objectives of Self-Regulation

In the context of the achievement of objectives, the ability of self-regulation seem very vital at all. Not only that, according to Vohs and Baumbacher (2004) (in Abdul, 2013: 68), inability to perform self-regulation has a very broad impact. Personal and social problems can arise because of incapacity in doing self-regulation. According to him, cases such as crime, drug use, smoking addiction, corruption, or the affair stems from the inability in doing self-regulation. Previn (2010: 462), in the general sense of personality that includes motivational process self-directed behavior is self-regulation.

Factors Self-Regulation

Alwisol (2009: 285-287), states that the regulatory factor as follows:

Internal Factors in Self-Regulation

External factors interact with internal factors in the regulation itself. Bandura suggests three forms of internal influence.

- a. Observation of self (self-observation): carried out by the quality factor of appearance, quantity appearance, originality behavior themselves, and so on. People should be able to monitor its performance, though not perfect because people tend to choose some aspects of its behavior and ignore other behaviors. What a person observed depending on the interest and the concept itself.
- b. The assessment processor prosecutes behavior (judgmental process): is a view of conformity with the standard personal behavior, comparing the behavior with the standard norms or the behavior of others, judging by the importance of an activity, and provide performance attribution.

External Factors in Self-Regulation

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- b. Reaction self-affective (self-response): ultimately based on observation and judgment, people evaluate their own positive or negative, and then reward or punish yourself. Can occur not appear affective reactions, because of cognitive function makes affect the balance is positive or negative evaluation becomes less meaningful individually.

Based on the above opinion regarding the factors of self-regulation can be concluded that the factor of self-regulation can be divided into two general categories: (1) internal factors of self-regulation, and (2) external factors of self-regulation, which of these two factors are interrelated and occur reciprocal.

Characteristics of Students Who Have Self-Regulated

Some researchers have suggested the behavioral characteristics of students who have the skills of self-regulated as follows (Montalvo, 2004: 3):

- 1) Become familiar with and know how to use cognitive strategies (repetition, elaboration, and organization) that help them to pay attention, transform, organize, elaborate, and control of information.
- 2) Knowing how to plan, organize, and mobilize mental processes to achieve personal goals (metacognition).
- 3) Shows a set of beliefs motivational and emotional adaptive, such as high confidence academically, have learning

objectives, develop positive emotions to the task (happy, satisfied, enthusiastic), has the ability to control and modify, and adapt to the demands of the task and the situation specialized learning.

- 4) Ability to plan, control the time, and have a business to the completion of the task, know how to create a fun learning environment, such as finding a suitable place to study or seek the help of teachers and friends when they have difficulties.
- 5) Shows great effort to participate in controlling and organizing academic assignments, climate, and class structure.
- 6) Able to discipline strategy, which aims to avoid internal and external interference, maintaining concentration, effort, and motivation for completing the task.

That the definition of self-regulated students has is the ability of students in the learning process to monitor, regulate and control their cognition, motivation, and behavior, then it was all directed and driven by purpose and prioritize environmental context.

Structure and Process *Self-Regulatory*

This brings us to the important question of how the use of students of a particular process of learning, the level of self-awareness, motivation, and confidence combine to produce independent learners. Social learning psychologists view self-regulatory process structures in the three phases of the cycle. Phase refers to the process of thought and convictions that occurred before the effort to learn; performance phase refers to the process that occurs during the execution of the behavior, and self-reflection refers to the process that occurs after each attempt to learn. The process that has been studied in every stage to date are shown in Figure 2., and the function of each process will be described later (Zimmerman, 2000) in Zimmerman (2002: 66).

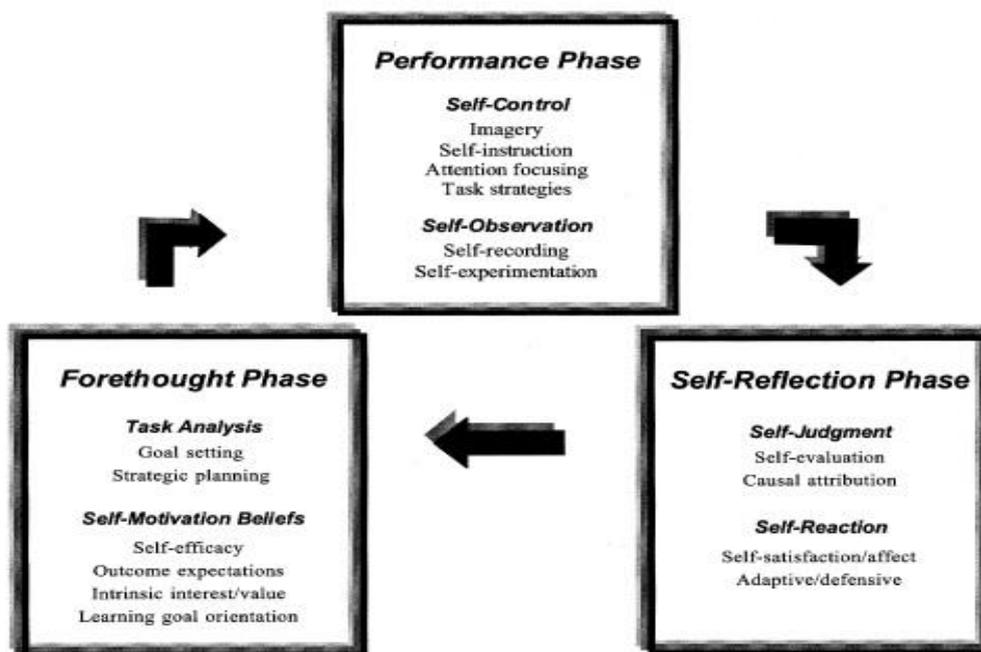


Figure 1. Phases and Subprocesses of Self-Regulation. From B.J. Zimmerman and M. Campillo (in press), "Motivating Self-Regulated Problem Solvers." In J.E. Davidson and Robert Sternberg (Eds.), *The Nature of Problem Solving*. New York: Cambridge University Press. Adapted with permission.

Figure 2. Fase *Self-Regulation* Adapted with Permission From Zimmerman (2002)

Provide three (3) phases of self-regulation according to Zimmerman (2002: 66-68) is as follows (1) Forethought Phase, (2) Performance Phase, (3) Self Reflection Phase.

Guidance Services Group with the Self-Regulatory Techniques

In a draft guidance explains that the group is a tool or service in the field of guidance and counseling in groups of at least 5-10 service use to discuss and gain direction and guidance

of group leaders to discuss topics freely task or topic that will be discussed in a group, While using the technique of self-regulation is expected to assist students in thinking, feels and behave and to direct and control the individual's self to do better and achieve its objectives.

In line according to Hofmann, Friese. & Strack, 2009; Reynolds, Penfold, and Patak, 2008, in the (Rahman, 2013: 68) "self-regulation is an attempt to control the thoughts, feelings, and behaviors in order to achieve a goal (the effortful control of thoughts, emotions, and behaviors in the service of a goal) ". Self-regulation technique is (1) planning, (2) monitoring, (3) reflection.

Based on these explanations, showed that men always educate themselves as well as others, in other words, a group leader can help students in both groups and task groups freely in group counseling services. With the technique of self-regulation is expected that students can organize themselves to achieve the expected goals of such techniques include two aspects, the self-monitoring strategies (self-monitoring strategies) and the strategy of talking to oneself (self-talk strategies). Thus, it can be said that the group counseling services with the technique of self-regulation of every individual in the group can organize itself and others to achieve their own objectives and shared. And the guidance of the group should be able to collaborate with the technique of self-regulation or students to be effective in improving students' motivation.

CONCLUSION

Group guidance with regulatory techniques can be used by students. Committed in a situation of group counseling in group dynamics that the students are effective in revealing the topic of problems together with other members. Through the guidance of the group stages, namely: (1) the establishment phase, (2) an intermediate stage, (3) the stage of activity, (4) the stage of termination. Techniques of self-regulation will be implemented in all three phases (phase activities) in the counseling group. At this stage in the activities of group counseling, group leaders will provide strategies of self-regulation techniques to students through the steps as

follows: (1) Planning, (2) Self-Monitoring, and (3) Self Reflection / Evaluation.

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