

CHAPTER I

INTRODUCTION

1.1 Background

Learning is a process of effort carried out by someone to obtain a complete change in behavior, as a result of their own experience in interacting with their environment. The definition of learning can also be interpreted as all psychic activities carried out by each individual so that their behavior is different between before and after learning. Changes in behavior or response, due to new experiences, having skills/knowledge after learning, and practice activities.

Definition of learning is a process of changing a person's personality where the change is in the form of increasing quality of behavior, such as increasing knowledge, skills, thinking power, understanding, attitudes, and various other abilities. Self-regulation is a process to activate and regulate one's own thoughts, behaviors and emotions in achieving goals, especially in the learning process. Based on the description above, it can be concluded that learning is a process to achieve a complete change in behavior as a result of one's own experience and environment.

Social learning theory is increasingly recognized as an essential component of sustainability. Manage natural resources and promote desirable behavioral changes. (Muro and Jeffrey 2008: 325-344). The theory is based on the idea that we learn from interactions with others in a social setting. In any case, by observing the behavior of others they develop similar behaviors. After observing behavior of others, people assimilate and mimic the behavior, especially when their observational experience is positive or include rewards associated with observed behaviors. imitated by Bandura Involves actual reproduction of observed motor activity. (Bandura 1977:247).

Self-Regulation is "the self-directive process through which learners transform their mental abilities into task-related skills". Zimmerman (2001: 289-307). Self-Regulation is seen as an attitude or behaviour of students who have the characteristics of being able to take the initiative in learning, diagnosing their learning needs, being able to set learning goals, monitoring, regulating and controlling the learning process, viewing difficulties as a challenge, being able to

find and utilize relevant learning resources, selecting and implementing strategies in learning, evaluating the process and results of learning, and being able to self.

Based on previous research conducted by Lidwina Putri in the journal *Psycho Education*, self-regulation is the ability to control the learning process, namely students try to acquire skills and knowledge in learning, and focus attention and be active in managing a based on the definition above, it can be concluded that self-management in learning is a learning activity that involves aspects of students' cognition, motivation, and behavior in learning activities. Students are more responsible for their learning activities because they realize that only their own efforts can achieve the learning goals set effectively.

Based on the research above, this study aims to determine the implementation of social learning in School SMA NEGERI 4 KUPANG and analyze its impact on students' self-regulation. SMA NEGERI 4 KUPANG is one of the schools that has the potential to improve the quality of education, but there is no clear information about the implementation of social learning in the school. Therefore, this study will analyze the initial conditions of the school related to the implementation of social learning and its impact on students' self-regulation.

1.2 Research Problem(s)

Based on the background above, the researcher formulated the research problem, namely:

1. How does the implementation of social learning method in promoting student self-regulation

1.3 Aim(s) of Study

The purpose of this study is to find out the way of social learning implementation promoting student self-regulation at SMA Negeri 4 Kupang.

1.4 Significance of Study

The significances of the study are as follows:

1.4.1 Implication

This research is expected to support and enrich the theory about the role of social learning. Learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes, and emotions

(Bandura, 1977).

1.4.2 Application

1. For Students:

1. Include modules on self-regulation strategies, such as goal setting, time management, self-reflection, and self-monitoring.
2. Encourage social learning by allowing students to interact with peers, discuss strategies, and share learning experiences.
3. Provide personalized feedback on their self-regulation efforts based on their interactions and performance in tasks.
4. Include resources like articles, videos, or guides about social learning and self-regulation.

2. For Teachers :

- 1 Teachers can track students' progress, engagement, and use of self-regulation strategies.
- 2 Enable direct communication between teachers and students to provide guidance or clarification on strategies.

3. For Researchers:

1. Collect data on how students implement self-regulation strategies and interact in a social learning environment. This data could include surveys, quizzes, and observational data.
2. Provide analytical tools for researchers to examine how well the strategies are being implemented and their impact on student learning outcomes.
3. Collect feedback from both students and teachers regarding the effectiveness of the self-regulation strategies.
4. Generate reports based on the data collected, which can be used for further research or studies on social learning and self-regulation.