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POST-PANDEMIC SELF-REGULATED LEARNING AMONG JUNIOR HIGH STUDENTS: A QUASI-EXPERIMENTAL STUDY

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Abstract

The COVID-19 pandemic has diminished students' self-regulated learning (SRL) abilities, as evidenced by procrastination and a culture of instant gratification in the digital age. This study aims to examine the effectiveness of time management and goal-setting training in improving SRL post-pandemic. A quasi-experimental method with a one-group pretest-posttest design was used, involving eight eighth-grade students from Class VIII A at MTs X Banyuwangi who exhibited low SRL. Analysis using the Wilcoxon test showed an increase in scores with a p-value of 0.012 ($p < 0.05$), indicating a significant change in students' SRL after the training, with an average increase of 4.50. Qualitative findings support these results, showing increased metacognitive awareness, the ability to prioritize tasks, and a reduction in digital distractions. This study confirms that time management and goal-setting training is effective as an initial strategy for building students' learning autonomy during the post-pandemic transition period.

Keywords: Goal setting, Post-pandemic, Self-regulated learning, Time management.

Abstrak

Pandemi COVID-19 menurunkan kemampuan self-regulated learning (SRL) siswa, ditandai dengan prokrastinasi dan budaya digital instan. Penelitian ini bertujuan menguji efektivitas pelatihan manajemen waktu dan goal setting dalam meningkatkan SRL pasca-pandemi. Metode eksperimen semu dengan desain One-Group Pretest-Posttest melibatkan delapan siswa kelas VIII A MTs X Banyuwangi yang memiliki SRL rendah. Analisis menggunakan Uji Wilcoxon menunjukkan adanya peningkatan skor dengan nilai $p = 0{,}012$ ($p < 0{,}05$), yang berarti terdapat perubahan signifikan pada SRL siswa setelah pelatihan, dengan rata-rata peningkatan sebesar 4,50. Temuan kualitatif mendukung hasil ini, menunjukkan peningkatan kesadaran metakognitif, kemampuan memprioritaskan tugas, serta berkurangnya distraksi digital.

Kata kunci: Goal setting, Manajemen waktu, Pasca-pandemi, Self-regulated learning.

INTRODUCTION

Since early 2020, the COVID-19 pandemic has created a multidimensional crisis, including in the field of education. Globally, millions of students have faced learning loss due to prolonged online learning. Key challenges include limited access to technology, decreased motivation to learn, and weakened self-regulation skills. This phenomenon highlights that the pandemic not only impacts health but also leaves negative behavioral residues in students' learning patterns worldwide.

Indonesia, with over 45 million elementary and secondary school students, has experienced significant impacts from online learning for over two years. UNICEF (2021) reports that over 60% of students face limited access to digital devices and the internet. The World Bank (2024) confirms that three years after the pandemic, Indonesia still faces serious learning loss in reading literacy and numeracy, with the gap widening between students from low- and high-income families. National research also shows a decline in learning motivation and self-regulation skills, particularly at the junior high school/Islamic junior high school level (Haryani & Nursanti, 2022; Mustaqim, 2024).

MTs X in Banyuwangi faces real challenges in maintaining the quality of learning post-pandemic. Assessment results using the SRL scale (Saraswati, 2018) indicate that grade VIII A students have low self-regulation skills, characterized by difficulty managing time, a tendency to procrastinate, and unproductive use of technology (copying and pasting answers from the internet). Observations and interviews revealed habits of instant learning, copying friends' work via WhatsApp, and postponing assignments to play games or social media. These habits impact academic quality, health (sleeping late), and learning concentration. This phenomenon indicates that negative digital behaviors developed during online learning continue to carry over into face-to-face learning.

Most previous research has highlighted learning loss, learning motivation, or the general psychosocial impact on students. However, few studies have specifically addressed the residual negative digital behaviors post-pandemic, such as the culture of instant gratification (copying and pasting, social media/game addiction) that hinders self-regulation. The novelty of this research lies in its integrative approach, which includes time management and goal setting training designed to deconstruct these negative habits. This research is also unique because it was conducted at MTs X Banyuwangi, a suburban environment with specific sociocultural dynamics, thus providing an empirical contribution to the recovery of students' self-regulated learning post-pandemic.

THEORETICAL FRAMEWORK

A. *Self Regulated Learning*

1. Understanding Self Regulated learning

Pintrich (in Montalvo & Torres, 2004) defines self-regulated learning as an active, constructive process in which learners set their learning goals and then monitor, regulate, and control their cognition, motivation, and behavior, guided by their goals and contextual aspects of the environment. Self-regulated learning is a combination of ability and desire.

B. Factors that influence Self Regulated Learning

Zimmerman (1989) said that SRL is determined by three factors, namely self, environment and behavior:

1. Self (Person/Self)
   a. Student knowledge
   b. Declarative knowledge
2. Self-directed knowledge
3. Metacognitive decision-making processes
4. Academic goals
5. Affective states
6. Behavioral factors

   Behavioral factors are divided into three categories:
   a) Self-observation
   b) Self-assessment
   c) Self-reaction

7. Environmental factors
   a. Social experience
   b. Environmental structure

C. Strategies in Self Regulated learning

Zimmerman and Martinez-Pons (Purdie, Hattie & Douglas, 1996) stated that there are several strategies used by students in SRL, namely (a) Self-evaluation, (b) Organizing and transforming, (c) Goal Setting and planning, (d) Seeking information, (e) Environmental structuring, (f) Self-consequences, (g) Rehearsing and memorizing, (h) Seeking social assistance, (i) Reviewing records.

D. Time Management Training

1. **Time Management Aspect**

   According to Macan et. al. (Suwandi, 1997), aspects of time management include: (a) Determining goals and priorities, (b) Mechanization of time management, and (c) Control over time.

2. **Characteristics of individuals with good time management**

   Characteristics of individuals with good time management Martin & Osborne (1989, in Wihandini 2001) put forward several characteristics of someone who has good time management, namely (a) Can assess their own abilities, (b) Can identify targets to be achieved, (c) Can set deadlines for completing work, (d) Can create an effective work agenda.

3. **Characteristics of individuals with poor time management**

   Martin & Osborne (Wihandini 2001) also put forward the characteristics of someone with poor time management, namely (a) Their planning schedule is too tight, (b) They do not try to delegate work to other people, (c) They are not assertive in refusing work or responsibilities that they feel they cannot do, (d) They waste time on less important activities, (f) They complete excessive work.

E. Goal Setting Training

1. **Understanding Goal Setting**

   According to Newstrom and Davis (1996), goals are targets and objectives for future performance. Locke (1990) states that everyone makes calculations when setting goals. When someone has set a goal for themselves, they will be motivated and strive to achieve it. These goals will influence their performance at work.

2. **The Importance of Goal Setting**

   The importance of goal setting is the results or achievements of the individual's hard work that they want to achieve (Locke & Latham, 1990, in Woolfolk, 2004).

3. **Goal Setting in Learning**

According to Locke and Latham (Woolfolk, 2004), goal-setting in learning is crucial because it can improve our learning performance. They also put forward four main reasons why goal-setting can improve performance, including:

a. Directing attention to the task at hand
b. Exerting effort
c. Increasing persistence
d. Considering developing new strategies when existing ones are insufficient.

F. Time Management and Goal Setting Training.

According to HIMPSI (2010), training is an activity aimed at improving performance and can be implemented by universities, HIMPSI (Indonesian Psychological Association), associations/interest associations, and/or psychology specialty practices, or other institutions whose activities are recognized by HIMPSI. Furthermore, Sikula (Munandar, 2011) states that training is a short-term educational process using systematic and organized procedures. Training, as a learning process, uses specific, systematically structured procedures.

The self-regulation used by students in learning is self-regulated learning. Self-regulated learning is necessary for academic goals. Students learn or complete school assignments to cultivate discipline, namely students who are more active in setting goals and monitoring the teaching-learning process, with the teacher as a facilitator. Students are able to engage in active learning, so that the synergy between teachers and students can produce a productive teaching and learning process. Self-regulation is a student's ability to control and direct thoughts, feelings, and behavior at the appropriate time, place, or object, thereby motivating them to complete tasks (Santrock, 2011).).

METHOD

The method used in this study was a quasi-experimental design with a One-Group Pretest-Posttest Design. This design involves one group of subjects receiving an initial measurement (pre-test), followed by treatment, and ending with a final measurement (post-test) to determine the effectiveness of the intervention (Campbell & Stanley, 1963; Sugiyono, 2017).

The study subjects were selected using the SRL scale by Putri Saraswati, M.Psi, which was patented in 2018 and has a reliability value (α = 0.929) and a validity coefficient ranging from 0.320 to 0.634. This scale refers to aspects of Boekarts' (2000) self-regulation, namely personality, motivation, belief, self-efficacy, goal setting, social factors, the physical environment, such as rewards as concrete/tangible support, and emotional reactions. The scale consists of 39 items with a Likert-style four-choice response. The highest total score on this self-regulated scale is 156, while the lowest score is 39. Self-regulation learning ability can be divided into three categories: Good (range 119-156), Poor (range 79-118), and Poor (range 39-78). Subjects who will participate in the training are those who received poor and poor scores.

The data analysis technique used in this study is the non-parametric Wilcoxon statistical test.

Table 1. The stages of intervention that will be carried out are :

Sesions	Material	Time	Objectives
1	Preparation and Opening	30 Minutes	1. Officially open the training event. 2. Introductions between the trainer and participants. 3. Create a friendly, warm, and comfortable atmosphere. 4. Explain the training objectives to participants. 5. Establish a commitment with participants to attend the entire training program.
2	*Pre Test*	45 Minutes	1. Measure the initial condition (baseline). 2. Identify specific student weaknesses.

			3. Initial data as a comparison of behavioral changes after training
3	Delivery of material Time management	60 Minutes	1. Participants understand time management. 2. Participants understand that prioritizing the activities that have been written down is the most important aspect of implementing time management. 3. Participants understand that time management can be implemented as quickly as possible.
4	Delivery of Goal Setting Material	60 Minutes	1. Participants understand goal setting. 2. Participants understand that in implementing goal setting, allocating time to specific and logical targets and objectives is crucial. 3. Participants understand that goal setting can be done as quickly as possible.
5	Role Play how to make Goal setting and Role Play how to make time management	60 Minutes	1. Participants can directly practice how to create goal setting and time management using the worksheet from (Ferner & Deans, 1999). 2. Participants can ask the instructor directly if there are any things they don't understand about goal setting and time management.
6	*Pos Test*	45 Minutes	1. Measuring the effectiveness of the treatment 2. Comparing the results with the initial conditions (pre-test) 3. Assessing changes in student learning behavior 4. Testing the sustainability of the impact of the treatment/intervention
7	Evaluation and closing	45 Minutes	1. Participants complete a written evaluation. 2. Participants understand the benefits of time management and goal setting training in organizing learning activities and guiding better goals. 3. Participants develop new hopes,

			thoughts, and feelings to begin incorporating time management and goal setting into their daily lives, especially in school activities.
8	*Follow-up*	45 Minutes	1. Ensure the sustainability of the treatment (intervention) effect 2. Identify changes or developments 3. Provide feedback for improvement

RESULTS

A. Results

The effectiveness of the training can be determined by the changes in the pretest, posttest, and follow-up on the self-regulated learning scale. Initial data collection on the problem using the self-regulated learning scale was conducted on November 5, 2025. The post-test was conducted on the day of the training, namely at the end of the event (November 10, 2025), and the follow-up was conducted one week after the intervention was given (December 2, 2025). The description before and after the intervention was implemented is described in the following table :

Table 2. Results of Participant Scales Before Training

No	**Name/ Initial**	**Gender**	***Pre test***			
			Cognitive	**Performance**	**Self Reflection**	**Total Score**
1.	N	LK	31	39	32	102
2.	G	LK	30	38	31	99
3.	NH	PR	32	44	26	102
4.	AF	PR	34	35	37	106
5.	VA	LK	35	37	26	98
6.	SM	PR	33	41	32	106
7.	AD	LK	37	40	32	109
8.	DT	PR	40	45	23	108

Table 3. Participant Scale Results After Training

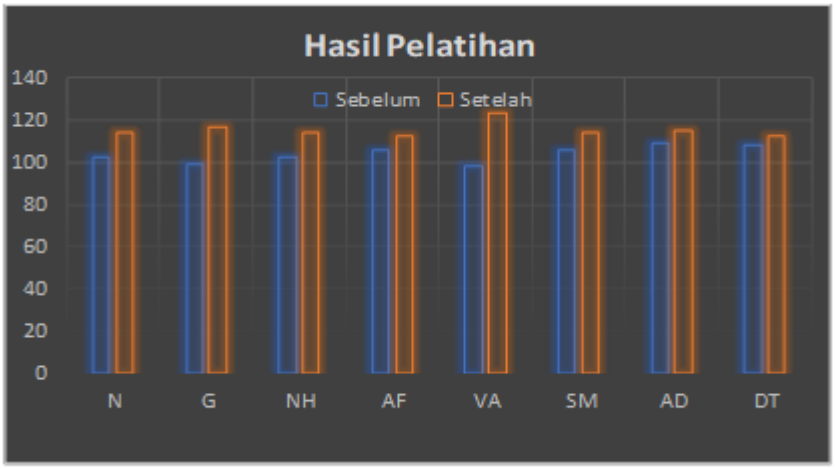
No	Name/ Initial	Gender	*Pos test*			
			Cognitive	Perfor mance	Self reflection	Total Score
1.	N	LK	36	45	34	114
2.	G	LK	36	45	36	117
3.	NH	PR	35	45	34	114
4.	AF	PR	36	45	31	112
5.	VA	LK	38	48	37	123
6.	SM	PR	36	45	36	117
7.	AD	LK	35	45	35	115
8.	DT	PR	36	45	31	112

Table 4. Comparison of Pre-Test and Post-Test Scores

Participants	Pre-Test	Post-Test	Improvement
N	102	114	+12
G	99	117	+18
NH	102	114	+12
AF	106	112	+6
VA	98	123	+25
SM	106	117	+11
AD	109	115	+6
DT	108	112	+4
Average	**104.0**	**115.5**	**+11.5**

Based on the results of the non-parametric statistical analysis test (Wilcoxon), it shows that there is a significant change in the SRL of class VIII A MTs X students. The results of the statistical analysis between the pre-test and post-test were obtained. $p = 0{,}012$ ($p < 0{,}05$). This shows that there is a significant change in the SRL of class VIII A students. Thus, it is concluded that there is a significant increase in the SRL of class VIII A students after the training.

Chart 1. Training Participant Results



Based on the results of statistical analysis tests using non-parametric (Wilcoxon) it shows that there is a significant change in the SRL of class VIII A students of MTs X. Furthermore, the results of statistical analysis between the pre-test and post-test obtained p = 0.012 (p < 0.05). This shows that there is a significant change in the SRL of class VIII A students. Thus, it is concluded that there is a significant increase in the SRL of class VIII A students after the training. The average increase is 4.50.

Tabel. 4 Uji Statistik SPSS

		N	Mean Rank	Sum of Ranks
POSTES - PRETES	Negative Ranks	0[a]	.00	.00
	Positive Ranks	8[b]	4.50	36.00
	Ties	0[c]		
	Total	8		

a. POSTES < PRETES
b. POSTES > PRETES
c. POSTES = PRETES

Test Statistics[a]

	POSTES - PRETES
Z	-2.524[b]
Asymp. Sig. (2-tailed)	.012

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

At the follow-up meeting, participants described the changes they felt or experienced and discussed any ongoing difficulties they encountered in communicating with classmates or others.

The following is a description of the changes experienced by the participants :

Participant N, a student, was unable to prioritize daily assignments and study before the intervention. He was also unable to study consistently, preferring to play on his phone and scroll through social media even when sitting at his desk. After the intervention, Participant N began to realize that this behavior could impact his understanding and grades in the subjects. He admitted that the training's impact was not yet significant, but he was trying to implement and improve time management and goal setting in his daily activities.

Participant G often felt the urge to prioritize and immediately complete assignments assigned by the teacher, but was unable to carry out his desires and ended up putting other activities first. After the intervention, G felt a better understanding of how to prioritize assignments by implementing goal setting and time management. He also felt a responsibility to express his feelings to friends who often caused disturbances in class.

Participant NH, a student who often watched Korean dramas late at night, prioritized his enjoyment of watching dramas over completing assignments, often even searching for answers on Google or copying answers from class groups. After the intervention, NH admitted that he had begun creating a daily schedule, although not all of it had been completed. He also began to resist the urge to watch dramas when he had assignments to do, and tried to find answers in textbooks.

Participant AF previously tended to take assignments given by teachers lightly. He often searched for instant answers on Google and preferred pleasures like watching YouTube or playing games late at night. After the intervention, AF realized that seeking instant answers without considering the truth could undermine his persistence and enthusiasm for learning. He began to develop a daily time management routine using the table provided by the intern.

Participant VA is a student who frequently plays online games late at night with his classmates. As a result, he often lacks concentration during online lessons and struggles to understand much of the material. After the intervention, VA realized that his habit of playing games late at night was negatively impacting his schoolwork. He began learning to manage his time so he wouldn't get carried away playing games for too long.

Participant SM is a student who, during study hours at home, is often asked to look after his younger sibling while his mother does homework. He struggles to explain his situation to his mother and often uses instant solutions on Google to complete assignments. After the intervention, SM realized that he must be honest and kind to his parents to explain his situation. He began to work on his assignments by reading the material from his school textbooks and creating a routine to plan his daily activities so he could both complete his assignments and help his mother.

Participant AD enjoyed hanging out with his friends to play games, even though he had to do assignments from the teacher at the same time. He often went to bed late because he couldn't control his phone time. After the intervention, AD realized that playing games while having assignments was detrimental to him and his friends. He also realized that he didn't understand much of the material due to this habit. AD began to learn to manage his time better and set learning goals, making his daily activities more organized and meaningful.

Participant DT usually organized his friends to divide up assignments and then shared the results in the class group for their peers to copy. After the intervention, DT realized that this was inappropriate behavior and that assignments should be completed independently. He began to learn to work on his own assignments by managing his time and using study strategies to avoid being overwhelmed.

DISCUSSION

This study demonstrated a significant improvement in the self-regulated learning (SRL) skills of eighth-grade students at MTs X after the training. The Wilcoxon test results, with a p-value of 0.012 (<0.05), confirmed that the intervention successfully improved self-regulation skills. The average score increase of 4.50 indicates that the training not only had a temporary impact but also produced tangible changes in cognitive aspects, performance, and self-reflection.

These findings align with Zimmerman's (2000) theory, which emphasizes three main dimensions of SRL: forethought (planning), performance (implementation), and self-reflection (evaluation). Improved scores in these three aspects indicate that students are beginning to be able to plan learning activities, carry out tasks with greater focus, and reflect on learning outcomes. According to Bandura (1986), self-regulation in learning is influenced by internal factors (motivation, cognitive strategies) and external factors (teacher support, peer interaction). The results of this study demonstrate that students who previously struggled with time management or were distracted by devices began to realize the importance of time management and learning responsibility.

Flavell (1979) emphasized the importance of metacognition, namely awareness of one's own thought processes. This is reflected in students who begin to recognize bad habits such as procrastination or gaming and then strive to change them. This awareness is a form of self-monitoring and evaluation, which is at the heart of metacognition. Research by Schunk & DiBenedetto (2020) confirmed that training in self-directed learning strategies can improve intrinsic motivation and academic performance. The results of this study support this view, as despite the short duration of the training, students still showed significant improvements.

However, Dignath & Büttner (2008) cautioned that the effectiveness of SRL training depends on the duration and sustainability of the program. One-time training sessions tend to produce short-term effects. This aligns with the

findings of this study, where students began to try implementing SRL strategies, but their consistency still needed to be strengthened. Panadero (2017) emphasized that SRL is a complex skill that takes time to develop. Follow-up results showed that some students began to create study schedules or reduce bad habits, although not yet fully consistent. This indicates that the process of internalizing SRL is on going.

Analysis of changes in individuals: Participants G and NH began implementing goal setting and daily schedules, core SRL strategies. Participants AF and VA recognized the negative impact of seeking instant answers or playing games and attempted to change their habits. This aligns with self-reflection theory, which emphasizes evaluation of learning behavior. SM and AD faced external challenges (homework, peer influence) but began learning to communicate their needs and manage their time. Participant DT realized that sharing instant answers was not a healthy learning strategy and attempted to work on assignments independently.

The results of this study are inseparable from the influence of contextual factors surrounding the students' lives. The short duration of the training was a major limitation, as it was conducted only once, preventing students from having the opportunity to deeply internalize self-regulated learning strategies. This situation aligns with the findings of Dignath & Büttner (2008), who emphasized that the effectiveness of SRL training is highly dependent on the intensity and sustainability of the program. Furthermore, the social and family environment also influenced the consistency of SRL implementation. Some students faced external obstacles, such as having to care for younger siblings or distractions from peers, which hindered the implementation of independent learning strategies. This aligns with Boekaerts' (2011) view that self-regulation is the result of an interaction between personal and contextual factors.

An unhealthy digital learning culture also poses a significant challenge. The habit of searching for instant answers on Google or copying from class

groups suggests a tendency to avoid deeper cognitive effort. Azevedo & Gašević (2019) emphasized that digital technology can support SRL, but it also has the potential to undermine it if not accompanied by proper regulation. Therefore, these contextual factors need to be taken seriously when designing SRL interventions to ensure optimal and sustainable results. Interventions that consider duration, social support, and digital culture will be more likely to produce consistent and profound behavioral changes in students.

Furthermore, despite the short duration of the training, this study still has important implications for the development of educational theory and practice. First, the findings validate SRL theory, which asserts that self-regulation skills cannot be improved instantly but rather require a continuous process.

The significant improvements found support Zimmerman's (2002) view that initial awareness of study habits is a crucial stage in the self-regulation process. Second, the training served as a trigger for students' awareness. Through this intervention, students began to recognize their bad habits, such as procrastinating or playing games late at night, and worked to change them. This awareness is a crucial first step in developing SRL skills. Third, this study emphasizes the need for a sustainable program involving support from teachers, parents, and the school community. Without systemic support, changes in student behavior tend to be temporary. Therefore, the practical implications of this study are the need to integrate SRL training into the school curriculum and strengthen collaboration between teachers and parents to ensure that self-regulation skills are truly internalized in students' daily lives.

Further, several approaches can be systematically implemented to strengthen students' SRL skills. First, technology-based interventions can be an innovative solution. Research by Wong et al. (2022) shows that the use of digital applications for goal setting and monitoring can improve the consistency of students' SRL. By utilizing technology, students can more easily organize study

schedules, monitor progress, and evaluate achievements. Second, motivation-based approaches need to be strengthened.

Dent & Koenka (2016) emphasize that intrinsic motivation is a key factor in successful SRL. Training that focuses solely on strategies without strengthening motivation tends to have limited impact. Therefore, interventions need to be designed to foster students' intrinsic motivation to learn. Third, collaborative learning can be an effective means of strengthening SRL. Järvelä & Hadwin (2013) emphasize the importance of co-regulation and shared regulation in study groups. Through collaboration, students can support each other, share strategies, and establish shared accountability. This approach is relevant to the case of DT participants who previously organized friends to share answers, but needed to be redirected to healthier and more productive forms of collaboration. By integrating technology, motivation, and collaboration, students' SRL skills can be strengthened sustainably and more effectively.

CONCLUSION

Overall, this study shows that self-regulated learning (SRL) training can trigger students' awareness of their study habits. These findings confirm that SRL is a complex skill that requires time, environmental support, and ongoing intervention to develop optimally.

The practical implication of this research is the need for longer, sustainable SRL training programs integrated into the school curriculum. Teacher and parental support is crucial for students not only understanding strategies such as goal setting and time management but also being able to apply them consistently in their daily lives. Thus, SRL training serves as an initial trigger for awareness, while the program's sustainability will determine its long-term effectiveness in improving students' self-regulation.

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