

## The Effectiveness of Trisula Motivation Model-based Classroom Guidance to Improve Students' Self-directed Learning

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### Abstract

This study aimed at identifying and analyzing the trisula motivation model-based classroom guidance to improve students' self-directed learning. It used pretest and multiple posttest design. In details, purposive sampling technique was used to divide 124 experimental subjects into two groups randomly with each group containing 62 students. Meanwhile, the researchers used self-rating scale of self-directed learning (SRSSDL) to collect the data. The results of repeated measures ANOVA of the experimental group after receiving the intervention showed that the trisula motivation model-based classroom guidance was effective to improve students' self-directed learning ( $F(1.92) = 4.29$ ;  $p < 0.05$ ), while the control group that did not get the intervention gained ( $F(1.81) = 0.06$ ;  $p > 0.05$ ). This study confirmed that the trisula motivation model-based classroom guidance is effective to improve students' self-directed learning.

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## INTRODUCTION

Self-directed learning is the improvement of knowledge, skills, achievement, and self-development in which individuals use various methods in many situations at all times (Gibbons, 2002). Its mental process is usually accompanied by behavioral activities that cover information seeking and identification. In self-directed learning, students intentionally accept responsibility for making decision about their own goals, and efforts so that they themselves are the agent of change in learning (Long, 1989). This type of learning can happen in various situations, such as teacher directed, self-planned, and self-conducted (Guglielmino, 1991). The keyword is one's initiative or proactive attitudes to manage his learning (Hiemstra, 1998; Knowles, 1975). It implies that self-directed learning is a kind of learning that is different from a learning directed by others or teacher-directed learning. In teacher-directed learning, students tend to be reactive in learning process directed by the teacher (Darmayanti, 1993).

Unfortunately, current issues found at school are in form of students' violation such as truancy, cheating, not listening to teachers, violating school rules, and sleeping during learning process in classroom. Istiqomah, Nursalim, Pratiwi, and Nuryono (2013) found that there are many students skipped school in August, September, and October, namely 43 students, 38 students, and 15 students respectively. Meanwhile, Reski, Taufik, and Ildil (2017) based on their interviews with 5 Vocational High School students found that students are reluctant to actively participate in class.

The trisula motivation model was provided in form of classroom guidance. Prayitno, and Erma Amti (2014) states that classroom guidance is a service given to all students in classroom. By referring to this concept, therefore, combining trisula motivation model and classroom guidance was important to do (Hiemstra, 1998; Knowles, 1975). Trisula motivation model emphasizes the effect of self-efficacy, task value, and goal orientation on

students' self-directed learning. Edy Purwanto (2014) argues that task value, self-efficacy, and goal orientation have significant loading factors toward achievement motivation. Self-efficacy also has significant loading factors toward task value, and goal orientation. Further, Schunk, et. al; Wigfield, and Eccles (in Purwanto, 2014) state that achievement motivation indicators include (1) choice, (2) persistence, (3) effort. Tania Nur Hanifah's study (2017) revealed that self-efficacy influences positively towards students' self-directed learning. Primatahta (2016) examined the relationship between academic goal orientation, and self-directed learning. He found that there is a positive relationship between academic goal orientation and self-directed learning. In addition, Sugiyanto (2017) also found out that there is a significant relationship between classroom atmosphere and task value toward academic procrastination.

Trisula motivation specifically examines the contribution of three essential elements forming achievement motivation, namely task value, self-efficacy, and goal orientation by considering the indicators forming achievement motivation. Schunk, et al; Wigfield and Eccles, in Purwanto (2014) mention indicators of achievement motivation, namely (1) choice (2) persistence (3) effort. These three indicators were used to clarify and confirm the effectiveness of classroom guidance in this study, specifically in the trisula motivation model-based classroom guidance to improve students' self-directed learning.

## METHODS

This study used pretest posttest control group design, and involved 124 students who were divided into two groups, namely 62 students in the experimental group, and 62 students in the control group. The experimental group was given the intervention of trisula motivation model-based classical guidance,

while the control group was given a placebo treatment.

The self-rating scale of self-directed learning (SRSSDL) designed by Williamson (2007) was employed as the instrument to collect the data. There are five aspects in this scale, including awareness, learning strategies, learning activities, evaluations, and interpersonal skills. This scale got 0.876, and 0.915 for the validity and reliability scores. It is believed that this scale is able to measure one's self-directed learning because it has high reliability of 0.922.

The implementation of trisula motivation model-based classical guidance to improve self-direction learning was done in four sessions with the time allotment of 2x45 minutes for each session. Each session was conducted based on the procedures designed based on the academic settings, covering (1) choice to get involved in academic task, (2) persistence in achievement task, (3) effort covering physical, cognitive, and three elements of trisula motivation model of task value, self-efficacy,

and goal orientation. Moreover, to analyze the data, the researchers used repeated measures ANOVA by utilizing SPSS 25 software to see the effect of time of the trisula motivation model-based classical guidance to improve students' self-directed learning.

**RESULTS AND DISCUSSION**

The descriptive analysis showed that the level of self-directed learning in the experimental group gained improvement. It was proved by the result of pretest (M = 234.84; SD = 21.05) which was higher than the control group (M = 229; SD = 14.67).

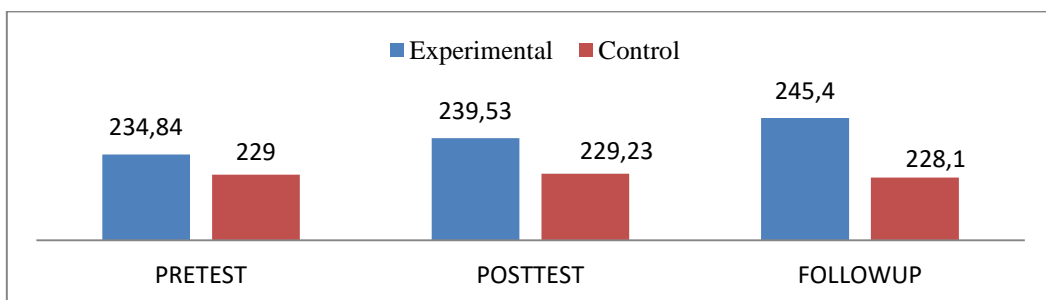
As mentioned earlier, the data analysis in this study was carried out using repeated measures ANOVA. It was aimed at examining the effectiveness of trisula motivation model-based classical guidance to improve self-directed learning during pretest, posttest and follow-up. In detail, the results are presented in the following table.

**Table 1.** The Results Of Repeated Measures ANOVA Analysis Of Self-Directed Learning

Groups		Pre	Post	Follow	F	Df	p
Experimental	M	234.84	239.53	245.40	4.29	1.92	<0.05
	SD	21.05	20.90	22.23			
Control	M	229	229.23	228.10	0.06	1.81	>0.05
	SD	14.67	19.38	20.94			

The repeated measures ANOVA analysis in table 1 showed that there was inter-time effects in the improvement of self-directed learning (F (1.92) = 4.29; p <0.05). Meanwhile, the control group which received no treatment

gained (F (1.81) = 0.06; p > 0.05). Thus, there was no improvement from time to time. Visually, changes in students' self-directed learning in experimental and control groups can be seen in the following figure 1



**Figure 1.** The Graph Of Self-Directed Learning Of Experimental and Control Groups

Figure 1 indicates that there were significant improvements in students' self-directed learning by the time of pretest, posttest, and follow-up after getting trisula motivation model-based classroom guidance. The improvement was proved by the differences in the scores of pretest, posttest, and follow-up. Meanwhile, the control group experienced no significant improvement at all times. It only experienced a bit improvement from pretest to posttest, and even decreased after the treatment. These findings are in line with the previous studies related to the three essential elements of trisula motivation model to improve students' self-directed learning. Tania Nur Hanifah's study (2017) discussed the influence of self-efficacy on students' self-directed learning. She found that self-efficacy positively influences the self-directed learning of the eleventh grade students of accounting department in financial accounting subject in SMK Negeri 1 Bandung. It was found that self-efficacy has positive influence to improve students' self-directed learning. Therefore, to be independent in learning, students need to improve their self-efficacy.

Primatahta (2016) investigated the relationship between academic goal orientation and self-directed learning. He found that there is a positive relationship between academic goal orientation and self-directed learning. Higher academic goal orientation results in higher self-directed learning, while lower academic goal orientation results in the lower self-direction learning.

Sugiyanto study (2017) examined the environmental conditions of students in the classroom during the learning activities with Task value. The amount of motivation someone has will negatively influence procrastination. The higher intrinsic motivation owned by individuals in working on tasks will result in lower tendency of academic procrastination. Her study found that there is a significant relationship between classroom climate, and task value toward academic procrastination.

The findings of this study imply that counselors may use trisula motivation model-

based classroom guidance to improve students' self-directed learning. However, they should pay attention to several things, such as the sufficient service time to modify the service provided. When the counselors use this type of counseling, each session must be done based on the procedures designed based on the academic settings by Schunk, et. al; Wigfield, and Eccles in Purwanto, namely: (1) choice (2) persistence (3) effort, and other three elements in the motivation model of trisula, including task value, self-efficacy, and goal orientation (Purwanto, 2014).

The findings proved that the trisula motivation model-based classroom guidance was effective to improve students' self-directed learning. Apart from its advantages, the study had limitations. First, the findings were only derived from one educational level, namely Senior High School (SMA) with limited number of groups. Second, the treatment was limited to the use of classroom service. It was expected that the future studies provide intervention with a greater number of participants or groups and different levels. Also, since this study was classified as a new one, so the future studies need to consider the aspect of culture, and socioeconomic statuses. It is because students have different backgrounds, and future perspectives.

## CONCLUSION

The findings of this study prove that the trisula motivation model-based classroom guidance is effective to improve the self-directed learning of the students of SMA NW Narmada. Based on the findings, counselors are suggested to use the trisula motivation model-based classroom guidance to improve students' self-directed learning. Meanwhile, the future researchers are expected to discover differences in the experimental group, and control group (placebo). Besides, since this study only provided two weeks follow-up for the students, the future studies are recommended to provide the follow-up more than two weeks.

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