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Student's Perception Analysis of The Application of The Self-Learning Learning Model in Learning

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Abstract: The purpose of the following research is to obtain student perceptions of the application of the Self-Regulated Learning learning model in class XI DPIB at SMKN 1 Kediri. Self-Regulated Learning in this study with three main factors according to Zimmerman, namely individual factors that have a relationship with student self-efficacy, behavioral factors that have a relationship with self-observation, self-reaction, and environmental factors. This type of quantitative descriptive research uses survey methods. The data collection technique was carried out using a questionnaire instrument. The data analysis technique was descriptive statistics using the percentage formula. The population in this study was 71 students through the use of the Proportional Random Sampling technique. Certainty of the number of tests, i.e. if the population is small, below 100, is considered a population study because the entire population is taken as a test-test. The findings of the study indicate that the perceptions of students in class XI DPIB are in the very positive category 0%, the positive category 50.70%, the medium category 23.94%, the negative category 18.31%, and the very negative category 7.04%. The positive results are given the conclusion that most of the students of class XI DPIB at SMK Negeri 1 Kediri have high Self-Regulated Learning and can self-regulate to achieve learning goals.

Keywords: Student Perception, Self-Regulated Learning

Abstrak: Tujuan dari penelitian berikut guna memperoleh persepsi siswa terhadap penerapan model pembelajaran Self-Regulated Learning di kelas XI DPIB di SMKN 1 Kediri. Self-Regulated Learning dalam penelitian ini dijabarkan dengan tiga faktor utama menurut Zimmerman yaitu faktor individu yang memiliki keterkaitan bersama self-efficacy siswa, faktor perilaku yang memiliki keterkaitan bersama observasi diri, penilaian diri, reaksi diri, dan faktor pada lingkungan. Jenis penelitian deskriptif kuantitatif menggunakan metode survei. Teknik pengumpulan data yang dilakukan menggunakan instrumen angket. Teknik analisis data dengan cara statistik deskriptif menggunakan rumus persentase. Jumlah populasi pada penelitian ini sebanyak 71 siswa melalui penggunaan teknik Proportional Random Sampling. Kepastian jumlah tes, yakni jika populasinya sedikit, di bawah 100, dipandang sebagai penelitian populasi dengan alasan bahwa seluruh populasi diambil sebagai tes ujian. Temuan dari penelitian menunjukkan bahwa persepsi peserta didik kelas XI DPIB termasuk dalam kategori sangat positif 0%, kategori positif 50.70%, ketegori sedang 23.94%, kategori negatif 18.31%, dan kategori sangat negatif 7.04%. Hasil yang positif tersebut diberikan kesimpulan bahwa sebagian besar pesserta didik kelas XI DPIB di SMK Negeri 1 Kediri mempunyai Self-Regulated Learning yang tinggi serta telah sanggup guna mengatur dirinya guna meraih tujuan pembelajaran.

Kata kunci: Persepsi siswa, Self-Regulated Learning

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INTRODUCTION

The Covid-19 pandemic that took place in Indonesia affected all sectors on a large scale, including the education sector. The government swiftly took steps at a fast stage to break the chain of the spread of the virus. One of them created (Surat Edaran Menteri Pendidikan Kebudayan No. 3 Tahun 2020) on "Covid-19 prevention for education units", and (Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 36962MPK.AHK 020 tertanggal 17 Maret 2020) regarding "learning online and also working from home with the aim of preventing the spread of the corona virus". This situation makes education observers make a design on various methods of distance education or commonly called online or online.

Many types of learning models can be implemented by educators during the pandemic, one of which is the Self-Regulated Learning (SRL) learning model. This learning model is a learner's ability to provide active participation in the learning stages, both with metacognitive, motivational, and behavioral. This problem shows that individual academic achievement is determined by factors, namely internal and external factors. As said by (Chung, 2000) "Learning is not only controlled by internal (self-regulated) aspects but is also controlled by external aspects which are self-regulated". The self-regulated learning (SRL) covers aspects of: cognitive, metacognitive, behavioral, motivational, and emotional/affective learning.

Online-based learning is not as natural as imagined because there are obstacles experienced by students. In practice, students have limitations in doing work due to the location that does not support it optimally, in addition to this, the absorption ability of students in understanding the material is not as easy as it seems. As experienced by class XI DPIB students at SMKN 1 Kediri, students need duration to adapt to deal with the latest changes which can indirectly affect learning absorption in both theory and practicum, there is a concentration disorder when the teaching and learning stages take place, does not support the connection from the internet which is sometimes troublesome which causes obstacles when delivering learning materials. In addition to this, the technological and economic abilities of each student have differences which make not all students support online learning activities.

This problem raises the perception of students in the learning process, where students are expected to be able to educate independence, responsibility, critical, creative, have initiative, provide participation, collaborate, and dare to fail when following the learning stages. Likewise, when carrying out learning, students are given dynamic demands and not only as spectators, with the aim that students can disguise the excess of information contained in learning activities. Perception is the ability to observe, have understanding, which further elaborates then becomes something significant and produces understanding and interpretation. Students' views reflect their mentality or behavior obtained from perceptions during online-based learning measurements. The consequences of these perceptions will encourage an affirmation where the view itself can be positive or negative depending on the perception of each person.

Research from (Komarudin & Prabowo M., 2020) related to students' perceptions of online learning during the Covid-19 pandemic. The study used a sampling technique of Voluntary Random Sampling, namely the willingness of population members from all students of SMAN 1 Bintan Timur to become a sample of 47 students who filled out a questionnaire using google form. The findings of this study indicate that students' perceptions are included in the very positive category with a percentage of 6.38%, a positive category with a percentage of 21.27%, a medium category with a percentage of 42.56%, a negative category with a percentage of 23.40%, and a very negative category with a percentage of 6.38%.

According to my observations, students with online-based learning, in general, will be less honest and less serious because they only listen and observe the material using video recordings. The condition of courageous learning during the covid-19 pandemic at SMKN 1 Kediri based on observations obtained in survey activities, it is necessary to apply the Self-Regulated Learning Model. The formulation of the problem in this study is how are students' perceptions of the application of the Self-Regulated Learning Model? The purpose of this

study was to determine students' perceptions (positive-negative) of the application of the Self-Regulated Learning Model.

METHODS

Types of research

This research is a quantitative descriptive study with a survey method on students' perceptions of the application of the Self-Regulated Learning learning model in the subjects of software application and building interior design.

According to (Nana Syaodih Sukmadinata, 2005), "Several phenomena that exist, both natural and engineered, can be described through descriptive research". The strategy used in the following review uses a study strategy, where the information gathering strategy uses an instrument in the form of a questionnaire or questionnaire.

Research Sample and Population

"Objects or subjects that are part of the generalization area that have special qualities and characteristics which are determined by the author to be studied and then drawn conclusions are called population" (Sugiyono, 2015). The students of class XI DPIB at SMK N 1 Kediri in the following study had a population that included 2 classes, namely class XI DPIB 1 and class XI DPIB 2 with details:

Table 1. Details of Research Population

No	Class	Student	Schoolgirl	Amount
1	XI DPIB 1	24	12	36
2	XI DPIB 2	25	10	35
	Amount	49	22	71

Data Collection Technique

The sampling of the research was carried out through the use of the Proportional Random Sampling technique. (Arikunto, 2015) explains "if the population is below 100, all must be taken, so this research is a population study because the entire population is taken as a research exploratory test. In addition, if the subject is more than 100, it can be taken between 10%-15% or 20%-25% or more than that number.

"The sample used is a saturated sample, which is a technique to determine the sample size if all members of the population are taken as samples. The following problem is often done if the population is relatively small, which is less than 100" (Arikunto, 2015). There is also the subject of research is the population of class XI DPIB students at SMKN 1 Kediri. Research to collect research information and data was conducted in September 2021 at SMK Negeri 1 Kediri.

The research instrument used is a questionnaire or questionnaire instrument. A questionnaire sheet or questionnaire is a data collection technique by giving a series of questions that have been prepared by the researcher to the respondents. Questionnaire research instruments or questionnaires are given to students after students participate in the teaching and learning stages carried out by the teacher. Questionnaire sheets or questionnaires are addressed to students to know the responses of students at the teaching and learning stages carried out by students and researchers.

In the following research, the researcher will use a questionnaire or questionnaire in the form of a google form. Questionnaires or questionnaires have the aim of knowing students' perceptions of the Self-Regulated Learning learning model.

Table 2. Grids of Research Instruments

Variable	Factor	Indicator	Test Type	Question Number	Number of Questions
Perceptions of class XI DPIB SMKN 1 Kediri students on the application of the SRL learning model	Learning Media	Understanding Powerpoint Content	Questionnaire/ Questionnaire	1	1
		Clarity of study instructions and information		2, 3	2
		Powerpoint Display Compatibility		4, 5	2
		Motivation		6, 7	2
		Ask		8	1
		Respond to questions		9	1
	Model Learning	Mastery of learning materials	Questionnaire/ Questionnaire	10, 11	2
		Independent learning		12	1
		Enthusiastic		13, 14, 15	3
		Amount		15	15

The data collection method is a method to get a fact that has a scientific basis which is classified as research on the results obtained thoroughly. The data collection technique used is the one-shoot technique. Based on the assessment (Ghozali, 2011), "one-shot measurements that are only carried out once are estimates that are carried out only once and then the results are contrasted and differentiated or the appropriate answers are measured between questions". The method of collecting information in the following research uses tests on respondents who act as exploration subjects. In the following review, the poll used by the analyst is a closed survey, with the reason that respondents are only asked to choose one of the appropriate answers in the answer sheet that has been given.

According to the assessment (Sugiyono, 2015) "The Likert scale is used to measure the perspectives, feelings, and impressions of individuals or groups of individuals regarding social phenomena". Using a Likert scale, the factor to be estimated is changed as an indicator variable. Furthermore, the indicator itself is used as an estimated point to collect instrument items that can be in the form of explanations or questions. The statement is followed by a section indicating the level: "Strongly Agree (SA), Agree (A), Moderately Agree (MA), Disagree (D), Strongly Disagree (SD)". Each statement chosen by the respondent has a value recorded in Table 3.

Table 3. Scoring of Questionnaire Statements

Statement	Scor				
	SA	A	MA	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The Data Analysis

The data analysis in the following research uses quantitative descriptive data analysis because the following research is a descriptive study. "Descriptive statistical calculations used include presenting information and data displayed in the form of graphs, tables, circles, diagrams, calculating the mean, pictograms, medians, modes, calculating percentiles, deciles, calculating data spread, standard deviations, and percentages" (Sugiyono, 2015).

The data analysis calculation formula used to perform a search on the relative frequency percentage is (Sudijono, 2018) :

$$P = f / N \times 100\%$$

Information:
P : Percentage searched (relative frequency)
f : Frequency
N : Number of Respondents

Furthermore, in (Sudijono, 2018), the criteria based on the mean and standard deviation are:

Table 4. Assessment Norms

No	Interval Length Formula	Criteria
1	$X > (M + 1.5\ SD)$	Very Positive
2	$(M + 0.5\ SD) < X < (M + 1.5\ SD)$	Positive
3	$(M - 0.5\ SD) < X < (M + 0.5\ SD)$	Currently
4	$(M - 1.5\ SD) < X < (M - 0.5\ SD)$	Negative
5	$X < (M - 1.5\ SD)$	Very negative

(Sumber: Sudijono, 2018)

Information:
X : Score
M : Mean
SD : Standard Deviation

Quantitative data analysis techniques have the aim of obtaining and analyzing data from respondents and/or other data sources. Data analysis in quantitative research uses descriptive statistical techniques. In the following research quantitative data in the form of descriptive statistics to analyze the data through the method of providing a description or reflecting the data that has been collected as it is regarding students' perceptions of the application of the Self-Regulated Learning learning model.

The instrument legitimacy test was carried out before the poll was given to students or real respondents. The reason for testing the legitimacy of the instrument is to provide an overview of whether the exploration instrument that has been created is substantial or not valid to be used later to direct the examination. As pointed out by (Sugiyono, 2015), "legitimate means that the instrument itself can be used to measure what should be estimated".

The legitimacy test of the instrument was searched through the method of utilizing an investigation into everything from the statement or question given. Because of getting a list of legitimacy, everything can be known with certainty which questions or explanations have fulfilled the prerequisites and which did not fulfill the needs. The procedure used to measure the validity of the instrument is the product-moment correlation technique using a large degree of 0.05 or 5%.

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2\} - (\Sigma X)^2\} - \{N\Sigma Y2\} - (\Sigma Y)^2\}}} \quad (2)$$

Information:
rxy : Correlation Number Index "r" Product Moment
N : Number of test subjects
ΣX : Total X (item score)
ΣY : Total Y (factor score)
ΣXY : The sum of the multiplication of the X score and the Y score

(Source: Sudijono, 2018)

The criteria for assessing items are valid if the value of "r" count> "r" table (0.234) then if "r" count < "r" table (0.234) has the meaning of being said to be a failed question, the rate used is 5%.

The reliability of an instrument shows the level of instrument reliability when disclosing data that can be trusted (Arikunto, 2015). To test the reliability value of the instrument, Cronbach's Alpha formula is used (Sugiyono, 2015), because Cronbach's Alpha formula is used to find the instrument's reliability value with a coefficient interval value level of 0 to 1.

Testing the reliability value in this study used the help of IBM SPSS Statistics version 26 software with the Cronbach Alpha technique reliability test. Interpreting the reliability coefficient by using categories according to (Sugiyono, 2015) as follows:

Table 5. Interpretation of Correlation Coefficient

Coefficient Interval Length	Relationship Level
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1	Very strong

(Sumber: Sugiyono, 2015)

Dynamic measures to decide whether or not reliable if the value of "r" > 0.60 the thing itself is reliable. If the value of "r" < 0.60 means that the items are not reliable. After being determined using SPSS, it is known that the Cronbach's Alpha value is 0.850 while the dependency value is 0.60, then the instrument in this review is declared reliable (very strong/very solid) i.e. 0.850 > 0.60, so it is declared feasible to be used to continue research.

RESULTS AND DISCUSSION

Research on students' perceptions of the application of the Self-Regulated Learning model used 71 students as respondents. The number of questions used is 15 items. The assessment scores used are 1 - 5. The results of statistical analysis of research data as a whole obtained mean (M) = 55.07, median (Me) = 58, mode (Mo) = 60, and standard deviation (SD) = 6.715. The results are then used as a class. The intervals used for the 5 classes are: "Very Positive, Positive, Medium, Negative, and Very Negative". The distribution of the impact of research results on students' perceptions of the application of the Self-Regulated Learning learning model is presented in Table 6.

Table 6. Description of Students' Perceptions of the Application of the SRL Learning Model

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 65.143	Very Positive	0	0
2	58.428 s/d 65.143	Positive	36	50.7
3	51.713 s/d 58.428	Currently	17	23.94
4	44.998 s/d 51.713	Negative	13	18.31
5	X < 44.998	Very negative	5	7.04
Amount			71	100%

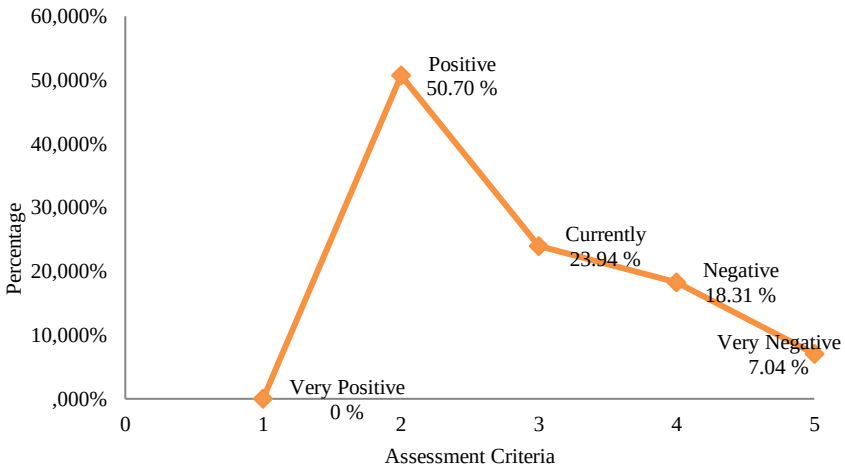

Figure 1. Students' Perceptions of the Application of the SRL Learning Model

The results of testing student perceptions on the application of the Self-Regulated Learning learning model are in a very positive classification with a level of 0% or no perception, a positive classification with a level of 50.70%, a moderate classification of 23.94%, a negative classification of 18.31%, and a very negative classification by 7.04%. The students' impression of the SRL learning model based on the results of the above analysis is in a positive category.

The questions used in the learning media factor indicators are 9 pieces. The results of a thorough statistical analysis of research data obtained mean (M) = 33.56, median (Me) = 35, mode (Mo) = 36, and standard deviation (SD) = 3,608. The distribution of the impact of research results on indicators of learning media factors is presented in Table 7.

Table 7. Description of Research Results on Indicators of Learning Media Factors

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 38.976	Very Positive	2	2.82
2	35.368 s/d 38.976	Positive	27	38.03
3	31.759 s/d 35.368	Currently	23	32.39
4	28.151 s/d 31.759	Negative	9	12.68
5	X < 28.151	Very negative	10	14.08
Amount			71	100%

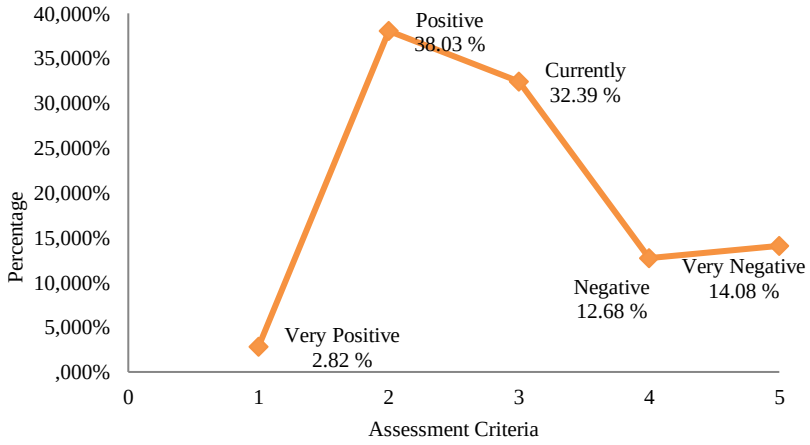

Figure 2. Learning Media Factors

The test results on the indicators of learning media factors are in a very positive classification with a level of 2.82%, a positive classification with a level of 38.03%, a moderate classification of 32.39%, a negative classification of 12.68%, and a very negative classification of 14.08%.

The questions used in the PowerPoint content understanding indicator are 1 piece. The results of a thorough statistical analysis of research data obtained mean (M) = 4.04, median (Me) = 4, mode (Mo) = 4, and standard deviation (SD) = 0.596. The distribution of the impact of research results on indicators of understanding the contents of PowerPoint is presented in Table 8.

Table 8. Description of Research Results on PowerPoint Content Understanding Indicators

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 4.936	Very Positive	14	19.72
2	4.340 s/d 4.936	Positive	16	22.54
3	3.744 s/d 4.340	Currently	15	21.13
4	3.148 s/d 3.744	Negative	15	21.13
5	X < 3.148	Very negative	11	15.49
Amount			71	100%

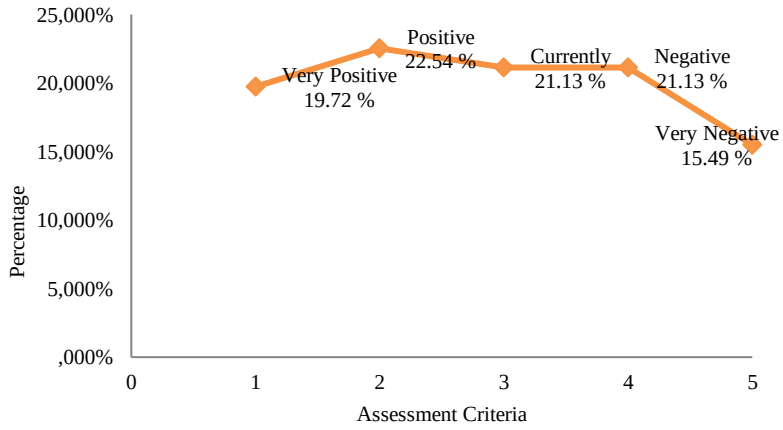

Figure 3. PowerPoint Content Understanding Indicators

The test results on the PowerPoint content understanding indicator are in the very positive classification with a level of 19.72%, the positive classification with a level of 22.54%, the medium classification at 21.13%, the negative classification at 21.13%, and the very negative classification at 15.49%.

The questions used in the indicators of the clarity of learning instructions and information are 2 pieces. The results of a thorough statistical analysis of research data obtained mean (M) = 7.49, median (Me) = 8, mode (Mo) = 8, and standard deviation (SD) = 0.892. The distribution of the impact of research results on indicators of clarity of learning instructions and information is presented in Table 9.

Table 9. Description of Research Results on Indicators of Clarity of Learning Instructions and Information

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 8.832	Very Positive	6	8.45
2	7.939 s/d 8.832	Positive	33	46.48
3	7.047 s/d 7.939	Currently	12	16.9
4	6.154 s/d 7.047	Negative	12	16.9
5	X < 6.154	Very negative	8	11.27
Amount			71	100%

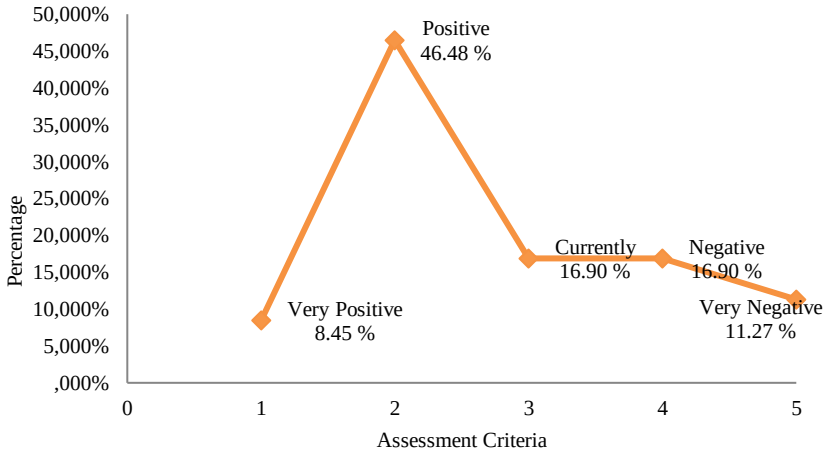

Figure 4. Indicators of Clarity of Learning Instructions and Information

The test results on indicators of clarity of learning instructions and information are in the very positive classification with a level of 8.45%, the positive classification with a level of 46.48%, the medium classification at 16.90%, the negative classification at 16.90%, and the very negative classification at 11.27%.

The questions used in the PowerPoint display suitability indicator are 2 pieces. The results of a thorough statistical analysis of research data obtained mean (M) = 7.79, median (Me) = 8, mode (Mo) = 8, and standard deviation (SD) = 1.068. The distribution of the impact of research results on indicators of conformity of PowerPoint display is presented in Table 10.

Table 10. Description of Research Results PowerPoint Display Suitability Indicators

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 9.391	Very Positive	4	5.63
2	8.323 s/d 9.391	Positive	13	18.31
3	7.255 s/d 8.323	Currently	27	38.03
4	6.187 s/d 7.255	Negative	18	25.35
5	X < 6.187	Very negative	9	12.68
Amount			71	100%

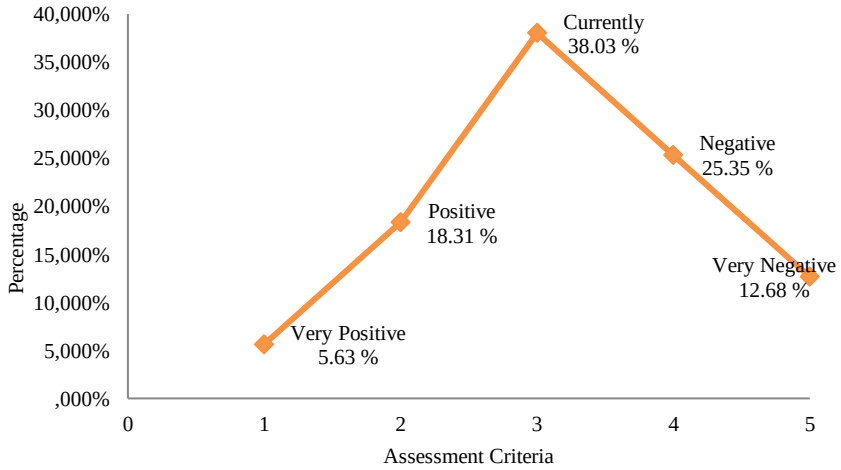

Figure 5. PowerPoint Display Compatibility Indicator

The test results on the PowerPoint display suitability indicator are in a very positive classification with a level of 5.63%, a positive classification with a level of 18.31%, a moderate classification of 38.03%, a negative classification of 25.35%, and a very negative classification of 12.68%.

The questions used on the motivation indicators are 2 pieces. The results of a thorough statistical analysis of research data obtained mean (M) = 7.11, median (Me) = 7, mode (Mo) = 7, and standard deviation (SD) = 1.225. The distribution of the impact of the research results on motivation indicators is presented in Table 11.

Table 11. Description of Research Results on Motivation Indicators

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 8.951	Very Positive	9	12.68
2	7.725 s/d 8.951	Positive	18	25.35
3	6.500 s/d 7.725	Currently	23	32.39
4	5.275 s/d 6.500	Negative	14	19.72
5	X < 5.275	Very negative	7	9.86
	Amount		71	100%

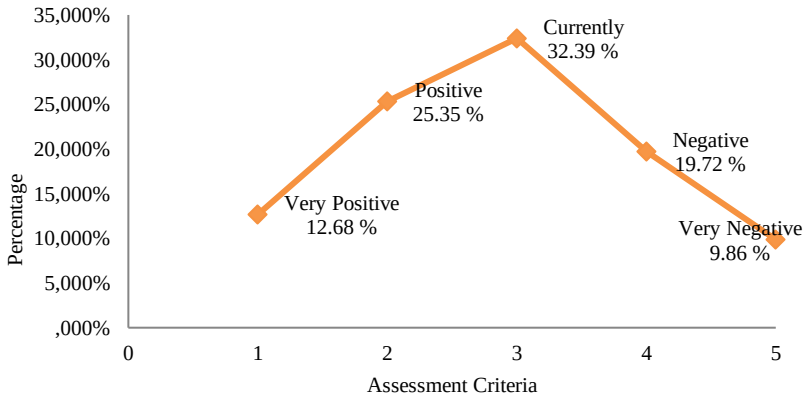

Figure 6. Motivation Indicator

The test results on the motivation indicator are in the very positive classification with a level of 12.68%, the positive classification with the level of 25.35%, the moderate classification of 32.39%, the negative classification of 19.72%, and the very negative classification of 9.86%.

The questions used in the indicator ask 1 question. The results of a thorough statistical analysis of research data obtained mean (M) = 3.61, median (Me) = 3, mode (Mo) = 3, and standard deviation (SD) = 0.978. The distribution of the impact of research results on the indicators asked is presented in Table 12.

Table 12. Description of Research Results Indicators Asking

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 5.073	Very Positive	0	0
2	4.095 s/d 5.073	Positive	17	23.94
3	3.117 s/d 4.095	Currently	17	23.94
4	2.139 s/d 3.117	Negative	29	40.85
5	X < 2.139	Very negative	8	11.27
	Amount		71	100%

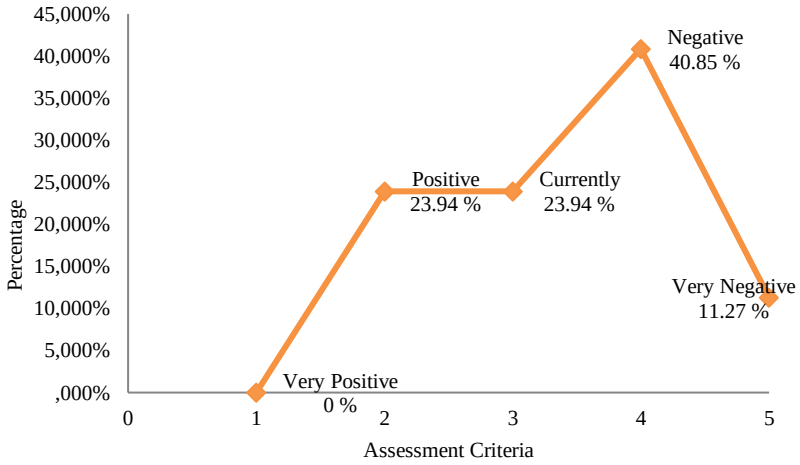

Figure 7. Asking Indicator

The test results on the questioning indicator are in the very positive classification with a level of 0%, the positive classification with a level of 23.94%, the moderate classification of 23.94%, the negative classification of 40.85%, and the very negative classification of 11.27%.

The questions used in the indicators respond to 1 question. The results of a thorough statistical analysis of research data obtained mean (M) = 3.52, median (Me) = 4, mode (Mo) = 3, and standard deviation (SD) = 0.753. The distribution of the impact of research results on indicators responding to questions is presented in Table 13.

Table 13. Description of Research Results Indicators Responding to Questions

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 4.651	Very Positive	6	8.45
2	3.898 s/d 4.651	Positive	30	42.25
3	3.144 s/d 3.898	Currently	15	21.13
4	2.391 s/d 3.144	Negative	15	21.13
5	X < 2.391	Very negative	5	7.04
Amount			71	100%

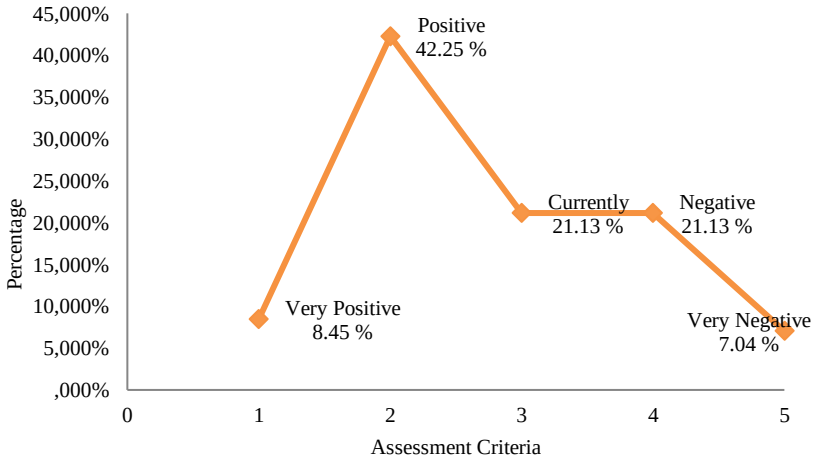

Figure 8. Indicators Responding to Questions

The test results on the indicators responding to questions are in the very positive classification with a level of 8.45%, the positive classification with a level of 42.25%, the medium classification at 21.13%, the negative classification at 21.13%, and the very negative classification at 7.04%.

The questions used in the learning model factor indicators are 6 pieces. The results of statistical analysis of research data thoroughly obtained the mean (M) = 21.51, median (Me) = 23, mode (Mo) = 24, and standard deviation (SD) = 3,462. The distribution of the impact of research results on the learning model factor indicators is presented in Table 14.

Table 14. Description of Research Results Learning Model Factors

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 26.646	Very Positive	2	2.82
2	23.220 s/d 26.646	Positive	27	38.03
3	19.794 s/d 23.220	Currently	21	29.58
4	16.368 s/d 19.794	Negative	13	18.31
5	X < 16.368	Very negative	8	11.27
	Amount		71	100%

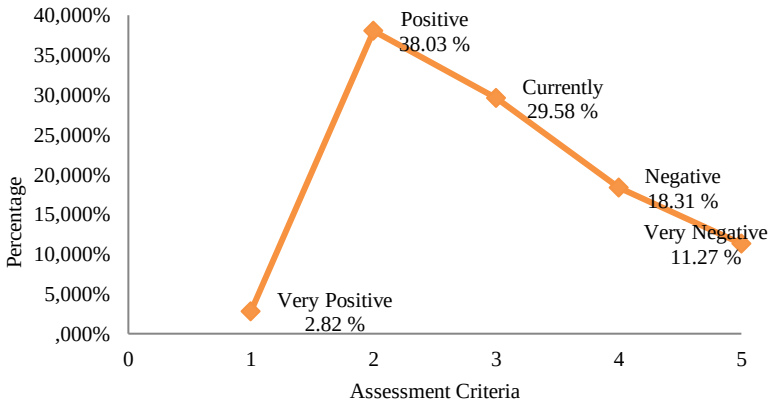

Figure 9. Learning Model Factors

The test results on the learning model factor indicators are in a very positive classification with a level of 2.82%, a positive classification with a 38.03% level, a moderate classification of 29.58%, a negative classification of 18.31%, and a very negative classification of 11.27%.

The questions used in the indicators of mastery of learning materials are 2 pieces. The results of a thorough statistical analysis of research data obtained mean (M) = 7.10, median (Me) = 7, mode (Mo) = 7, and standard deviation (SD) = 1.354. The distribution of the impact of research results on indicators of mastery of learning materials is presented in Table 15.

Table 15. Description of Research Results Indicators of Mastery of Learning Materials

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 9.129	Very Positive	0	0
2	7.776 s/d 9.129	Positive	30	42.25
3	6.422 s/d 7.776	Currently	19	26.76
4	5.068 s/d 6.422	Negative	14	19.72
5	X < 5.068	Very negative	8	11.27
	Amount		71	100%

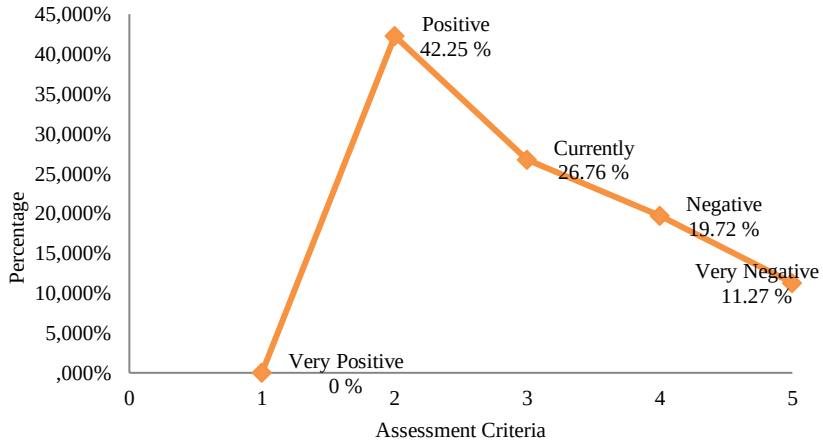

Figure 10. Indicators of Mastery of Learning Materials

The test results on the indicators of mastery of learning materials are in the very positive classification with a level of 0%, the positive classification with a level of 42.24%, the medium classification at 26.76%, the negative classification at 19.72%, and the very negative classification at 11.27%.

The questions used on the indicators of learning independence are 1 piece. The results of a thorough statistical analysis of research data obtained mean (M) = 3.63, median (Me) = 4, mode (Mo) = 3, and standard deviation (SD) = 0.866. The distribution table for the impact of the research results is presented in Table 16.

Table 16. Description of Research Results Indicators of Learning Independence

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 4.933	Very Positive	13	18.31
2	4.067 s/d 4.933	Positive	24	33.8
3	3.201 s/d 4.067	Currently	15	21.13
4	2.335 s/d 3.201	Negative	14	19.72
5	X < 2.335	Very negative	5	7.04
	Amount		71	100%

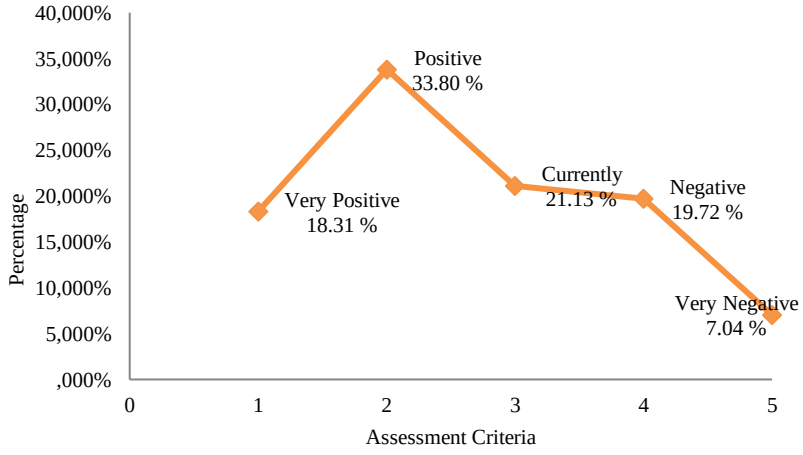

Figure 11. Indicators of Learning Independence

The test results on the learning independence indicator are in the very positive classification with a level of 18.31%, the positive classification with a level of 33.80%, the medium classification at 21.13%, the negative classification at 19.72%, and the very negative classification at 7.04%.

There are 3 questions used on the enthusiastic indicator. The results of the statistical analysis of the research data thoroughly obtained the mean (M) = 10.77, median (Me) = 11, mode (Mo) = 12, and standard deviation (SD) = 1.876. The distribution of the impact of research results on the enthusiasm indicator is presented in Table 17.

Table 17. Description of Research Results Enthusiasm Indicators

No	Interval Formula	Criteria	Amount	Percent (%)
1	X > 13.589	Very Positive	4	5.63
2	11.713 s/d 13.589	Positive	31	43.66
3	9.837 s/d 11.713	Currently	15	21.13
4	7.960 s/d 9.837	Negative	18	25.35
5	X < 7.960	Very negative	3	4.23
	Amount		71	100%

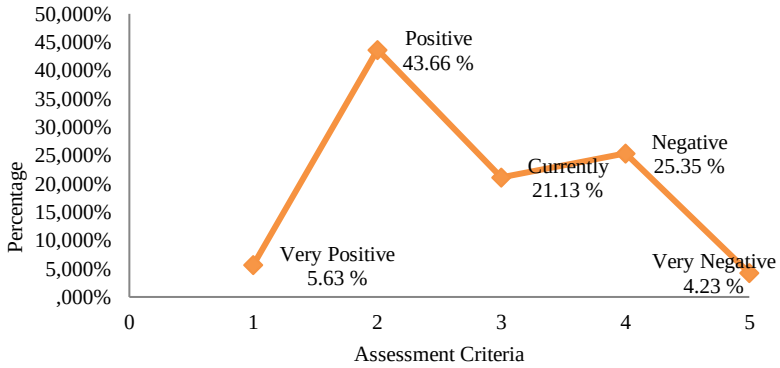

Figure 12. Enthusiasm Indicator

The test results on the enthusiastic indicator are in the very positive classification with a level of 5.63%, the positive classification with a level of 43.66%, the medium classification at 21.13%, the negative classification at 25.35%, and the very negative classification at 4.23%.

The results of the analysis of student perceptions of the application of the Self-Regulated Learning learning model are in the very positive classification with a level of 0%, the positive classification with a level of 50.70%, the medium classification at 23.94%, the negative classification at 18.31%, and the very negative classification at 7.04%. . This shows that students' impressions of the SRL learning model are included in the positive category. Most students have high Self-Regulated Learning and have been able to make arrangements for themselves to achieve goals in the learning process. In learning activities such as doing assignments and practicum, they have been able to manage time by dividing the class into two waves of learning due to the current pandemic situation so that it becomes more effective in learning activities in the laboratory and available resources such as books, student worksheets (LKS), or electronic goods such as cellphones, computers or laptops. They have the accuracy to do the tasks assigned by the educators. Students can give a good response, for example by asking questions to educators about material that is not understood and asking for additional assignments to provide improvements to poor grades. However, from these positive results, it is unavoidable that there are still some students who have sufficient, low or even very low Self-Regulated Learning. The problem is also influenced by factors from within each person, including the behavior or environment that is

owned by everyone is not the same. This is in line with previous research (Abdellatif, 2015) which also obtained positive perceptions about the use of PowerPoint and can make students interesting in learning.

CONCLUSIONS

The results of tests that have been carried out on students can be concluded that students' perceptions of the application of the Self-Regulated Learning learning model are included in the very positive category with a level of 0%, a positive classification with a level of 50.70%, a medium classification of 23.94%, a negative classification of 18.31%, and a very negative classification of 7.04%. So that the student's impression of the SRL learning model in the APLPIG class XI DPIB subject at SMK N 1 Kediri is positive.

Suggestions given to teachers should always pay attention to Self-Regulated Learning and learning motivation for students who still do not understand. Students are expected to understand more about the importance of Self-Regulated Learning and motivation in learning to achieve optimal learning outcomes. The school should be able to create more cooperation with the guardians of students, especially at the teaching and learning stage, which makes students able to achieve academic success.

The limitation of this research is that it only measures students' perceptions of the application of Self-Regulated Learning through a questionnaire sheet. It is recommended that further research be conducted to measure these perceptions of the application of learning through interviews and direct observation to both students and teachers so that maximum results can be obtained. In addition, it can also be added to measure learning outcomes that can be used as a control for the success of the implementation of learning.

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