Investigating the Need for Self-help Design of Technology-Based Reality Counseling to Improve Self-regulated Learning for MBKM Program Students

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Abstract. The MBKM program provides convenience and flexibility to study independently in the form of activities offered to students so adjustments are needed in learning arrangements, and this is due to the differences in the learning program at MBKM with previous learning programs. The problem that occurs is the increase in self-regulated learning of students who take part in the MBKM program. The purpose of this study was to analyze the conditions and needs of the MBKM student program implementing self-help services based on reality counseling to improve self-regulated learning. This study uses a survey research design on students with the help of a needs development questionnaire. The data obtained were then analyzed descriptively and in percentages. The results showed that students needed counseling services related to learning problems. Analysis of the counseling media platform shows that students tend to choose websites with media in the form of short videos. The increase in self-regulated learning is focused on the motivation and behavior achieved in the learning process, especially in the MBKM program.

Keywords: Self-help · Reality counseling · Student · Self-regulated learning · Technology · MBKM Program

1 Introduction

Freedom to learn is one of the strategies in facing competition in the current era [1]. Students of the independent learning program are expected to have and master skills related to the 21st century that support competition in the era of the industrial revolution 4.0 [2]. The Independent Learning Campus Independent Program (MBKM) is one form of the educational revolution in Indonesia that encourages students to be able to explore science that is useful for increasing competitiveness [3]. There are eight types of activities including: student exchange; apprenticeship; teaching assistance; study; humanitarian projects; Entrepreneur; independent study and thematic real work lectures [4].

The tendency for MBKM programs to be implemented outside of universities requires an adaptation process. The implementation of MBKM requires strategic steps

to achieve the skills that are prerequisites [5]. Students in the implementation of MBKM generally need learning skills to achieve success in their learning process [6]. One of them is the need for self-regulated learning skills or self-regulated learning to be the main component to prepare students to take part in the Independent Campus Learning Program (MBKM).

Self-regulation is the ability between thoughts, feelings and actions to make plans and adapt on an ongoing basis in achieving the expected goals [7]. The strategies and skills that individuals use to manage their emotions, thoughts, and behaviors to achieve goals are called self-regulation or self-regulation [8]. Self-regulation consists of several processes involved in modulating volitional metacognition, motivation, and emotional arousal to support goal-directed behavior and adaptive functioning [9].

This becomes the basic foundation for achievement, facilitating the skills needed for academic results, especially in the achievement of MBKM success [10]. So that students' self-efficacy in self-regulated learning is needed to support learning activities so that MBKM students are able to achieve optimal goals in the MBKM program. Students with good self-regulated learning will find it easier to manage activities during lectures [11]. The data shows that the level of self-regulated learning has an effect on learning achievement [12].

Assistance and handling of MBKM students by counselors is needed in the implementation of MBKM but with the ratio of lecturers to counselors and students being disproportionate, a special approach is needed that can serve all students. One approach that can be used is online counseling based on a self-help model of reality counseling in the form of a website [13]. The use of self-help reality counseling is in accordance with the needs and conditions in the field, besides that reality counseling emphasizes responsibility (responsibility); reality (reality); and the truth (right) to the problem itself [14].

The use of technology in the implementation of counseling services is needed in order to adapt to the times, the characteristics of the counselee and time efficiency so that counseling services can be carried out amid existing limitations [15]. The concepts above are in line with the principles of the MBKM program, namely the freedom for students to explore themselves so that they can develop themselves optimally. Therefore, based on the problems and related studies, it is necessary to analyze the needs and conditions in the field regarding the development of a self-help model of reality counseling to improve self-regulated learning in MBKM program students.

2 Methods

The research method used in the implementation of this research is a quantitative approach using a survey research design. The purpose of the research is to find out how the MBKM program students need to develop self-help reality counseling to improve self-regulated learning when participating in the MBKM program. The subjects of this study were students of the MBKM program focusing on teaching assistance at the Faculty of Education, State University of Malang.

Implementation of the sampling using cluster random sampling in each department in the Faculty of Education, State University of Malang whose students participate in

Table 1. Questionnaire question

No	Questions
1	Are counseling services needed related to student learning problems?
2	Are you used to using online platforms?
3	Have you understood and understood the MBKM program?
4	What kind of online platform for counseling do you want?
5	What kind of self-help counseling media do you prefer?
6	What kind of media display do you expect?
7	What kind of material do you need?
8	Which part of Self-Regulated Learning material is your main focus?
9	In what part do you find the most difficult in implementing WDEP?
10	In your opinion, what material on the MBKM topic do you need?

Table 2. Online platform for implementation of self-help based counseling

Platforms	Percentage of Need
Website	46,1%
Android app	42,7%
Email	5,6%
Zoom	1,1%
Google meet	1,1%
Instagram	1,1%
Whatsapp	1,1%

teaching assistance in the MBKM program. The total sample obtained in the implementation of this research survey was 89 students of the MBKM program. The instrument used in conducting the research is a questionnaire on the needs of MBKM program students which is divided into three needs covering general needs; media needs and material needs in the self-help model of reality counseling. Furthermore, the total question item in the instrument of the need for self-help model of reality counseling to improve self-regulated learning in MBKM students is 10 question items.

The questions in Table 1 consist of closed and open questions with the aim that students can adapt to their needs and conditions. Furthermore, the distribution is carried out offline through sheets of paper and online using the help of google forms. The data that has been obtained becomes the main data which is then analyzed descriptively and percentages to describe the findings of student needs for the development of a self-help model of reality counseling to improve self-regulated learning for MBKM students.

3   Result and Discussion

The results of the research data obtained from 89 MBKM program students related to the need to develop a self-help model of reality counseling to improve self-regulated learning in MBKM program students.

The basic questions asked are related to the need for counseling services for student learning problems.The initial analysis of the need for counseling services related to student learning problems in the MBKM program is shown in Fig. 1 that 93,3% of students stated that they needed counseling services related to learning problems in the context of MBKM while 6,7% of students felt they did not need counseling services.

Figure 2 presents data on how to use online platforms in counseling, 95,5% of students answered that they were accustomed to using online platforms, while 4,5% chose not to. The implementation of counseling at this time is closely related to technology with the use of online platforms in the implementation of counseling.
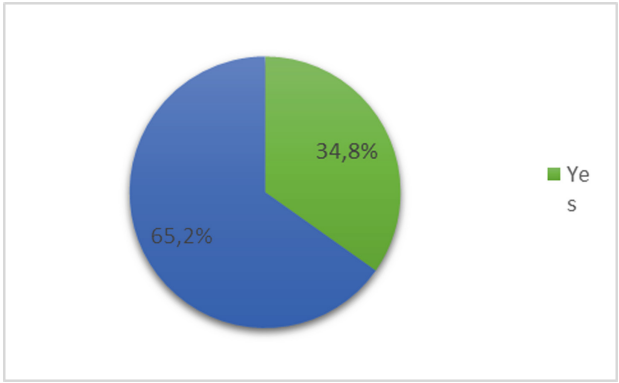
Figure 3 shows that student understanding relates to the MBKM program. Based on these data, it shows that as many as 65,2% of students do not understand and do
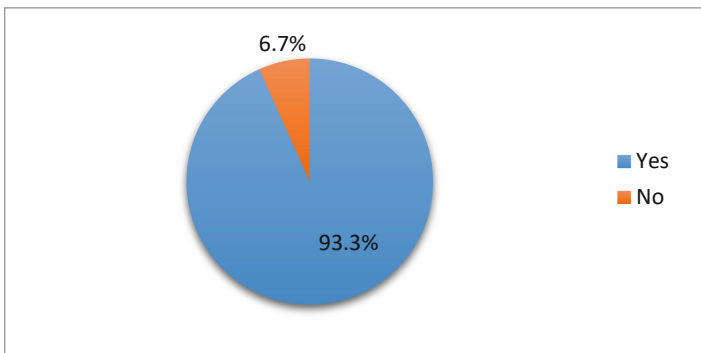
Fig. 1. Data on the need for counseling services related to student learning problems in the context of MBKM.
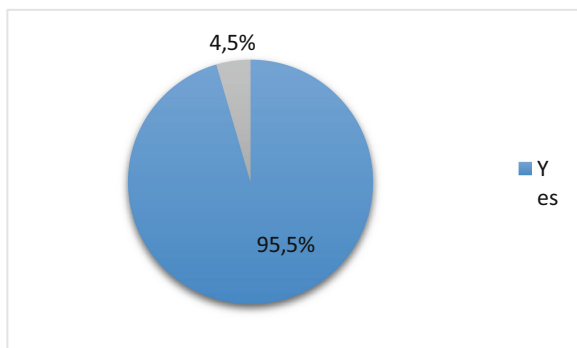
Fig. 2. Student data who are accustomed to using online platforms

Fig. 3. Data of students who understand the MBKM program

Table 3. Counseling media with self-help

Media	Percentage of Need
Short Videos	58,4%
Film	23,6%
Short text	4,5%
Figure	9%
Infographics	3,4%
Animation	1,1%

not understand the MBKM program. Furthermore, the number of students who have knowledge and understanding related to the MBKM program is 34,8%.

Table 2 shows data on the percentage of student needs for the online platform used in developing the self-help model of reality counseling to improve self-regulated learning for MBKM program students. The data sequentially from the highest show that (1) the website platform is 46,1%; (2) android applications by 42,7%; (3) email by 5,6%; (4) zoom meeting by 1,1%; (5) google meetings by 1,1%; (6) instagram by 1,1%; and (7) whatsapp by 1,1%.

Table 3 describes the percentage of MBKM students' needs and tendencies towards the use of media in the implementation of self-help counseling. The following is an explanation of the percentage of needs from high to low as follows (1) short videos with a percentage of 58.4%; (2) films with a percentage of 23.6%; (3) images with a percentage of 9%: (5) short texts with a percentage of 4.5%; (4) infographics with a percentage of 3.4%; and (6) animation media with a percentage of 1.1%.

Table 4 is a description of the data on student needs for the display of media used in the implementation of self-help reality counseling to improve self-regulated learning for MBKM program students. Sequentially the results show that (1) simple and easy to understand has a percentage of 70.8%; (2) complete discussion of the required material

Table 4. Self-help media display

Tujuan	Persentase Kebutuhan
Completely discuss the required material	16,9%
Simple and easy to understand	70,8%
Clear implementation stages	10,1%
Great on a theoretical basis	2,2%

Table 5. Material form in self-help

Material Form	Percentage of Need
Short Videos	64%
Film	12,4%
Informative Short text	9%
Figure	11,2%
Infographics	3,4%

Table 6. Focus in Self-Regulated Learning

Fokus SRL	Percentage of Need
Understanding and understanding of learning (metacognitive)	9%
Encouragement to achieve learning goals (motivation)	44,9%
Planning and taking action to achieve learning goals (behavior)	46,1%

by 16.9%; (3) clear implementation stages of 10.1%; and (4) stable on a theoretical basis by 2.2%.

Table 5 shows the needs of MBKM students regarding the form of material that will be given in reality counseling self-help media to improve self-regulated learning for MBKM program students. The results of needs sequentially from highest show that (1) the form of video material with a percentage of 64%; (2) the form of film material with a percentage of 12.4%; (3) the form of picture material with a percentage of 11.2%; (4) the form of informative short text material with a percentage of 9%; (5) form of infographic material with a percentage of 3.4%.

The presentation in Table 6 shows how the needs of MBKM students are related to focusing on self-regulated learning. The results based on research data show that (1) the part carries out planning and action to achieve learning goals (behavior) with a percentage of 46.1%; (2) the part of encouragement to achieve learning goals (motivation) with a percentage of 44.9%; (3) the understanding and understanding of learning (metacognitive) with a percentage of 9%.

Table 7. Materials related to mbkm in self-help media

Materials	Percentage of Need
Understanding the MBKM program	1,1%
General explanation of the MBKM program	14,6%
Specific explanation regarding certain MBKM programs	48,3%
How to be successful in implementing the MBKM program	36%

Table 7 shows the student's need for materials related to the implementation of the MBKM program. The need data showing student needs include (1) specific explanations related to certain MBKM programs by 48.3%; (2) how to be successful in the implementation of the MBKM program by 36%; (3) general explanation of the MBKM program is 14.6%; and (4) the understanding of the MBKM program is 1.1%

The responses obtained in the implementation of this study became the basic foundation in the implementation of the development of a self-help model of reality counseling to improve self-regulated learning in MBKM students. The need for counseling services is related to the learning process felt by MBKM students, this is evident from the survey results which show that 93% answered that they needed counseling services. Merdeka Learn Campus Merdeka (MBKM) is the latest program initiated by the government from 2020. The results of the data survey show that 65% of students do not understand and understand how to implement the MBKM program. This condition is due to one of the reasons why students do not have good self-regulation in learning so that it is necessary to increase self-regulated learning so that students can achieve optimal goals in the implementation of MBKM [16].

In the context of implementing this MBKM, students are given the freedom to be able to attend lectures outside the campus [17]. However, this condition becomes a new problem for students because they are initially comfortable learning in the classroom but when implementing the MBKM program they must participate in classroom activities [18, 19]. This condition is one that causes students to require counseling services related to learning problems. In addition, as a result of the post-pandemic which resulted in adaptation to a change from the online offline learning process, it required extra energy to return to normal activities before the pandemic [20]. There are even some conditions that cannot be used for learning from habits or routines while online during a pandemic [21].

A habit that cannot be separated from everyone as a result of habits during the pandemic period is regardless of gadgets or electronic media that are connected to the internet. This is also felt by students when the pandemic of their daily life cannot be separated from the use of the internet both in communication and in the learning process [22, 23]. This condition is supported by the results of a survey which explains that 95% of students are accustomed to accessing online platforms for all their activities. Surely this condition has become commonplace because today's students are Generation Z who are familiar with the use of the internet in everyday life [24].

Based on the analysis of these conditions, it becomes the basis and rationalization for the development of a self-help model of reality counseling to improve the MBKM student self-study program. In the implementation of development, of course, it is adjusted to the needs, one of which refers to the characteristics of students and how the conditions in the field [25]. The results of data analysis indicate that students tend to choose a website as a platform for implementing this self-help-based counseling service. In this context, the website platform is in accordance with the characteristics of students who are Generation Z. In addition, the website makes it easier for students to access it either through laptops or cellphones that are connected to the internet network [26].

Furthermore, related to the need for media that will be used in the self-help model of reality counseling, namely short videos. Students currently have a tendency to prefer short videos with a percentage of 58.4%. Students assume that short videos are media that are rich in information so that they do not need extra energy to understand the material contained in it. The second position on questions related to the form of material expected by students and students again chose short videos by 64%. This proves that students prefer short videos to understand the material [27]. This condition is in line with the emergence of trends related to short videos on social media such as tik-tok, instagram or even whatsapp.

Then, if it is related to the display context, what students expect regarding self-help is that they prefer or choose self-help which has a simple and easy-to-understand appearance. Furthermore, based on the results of the analysis, it shows that the material related to self-regulated learning in the section on how to plan and take action to achieve learning goals (behavior) is at the top choice with a percentage of 46.1%. These conditions are consistent with the use of reality counseling in the development of a self-help model that chooses to focus on behavior. The process of reality counseling stages consisting of want, do/doin, evaluation, planning (WDEP) provides direction for students to be responsible for what they do so that they are able to plan well in the future [28].

The material expected by students related to strengthening students' understanding of the MBKM program is material that focuses on specific explanations related to certain MBKM programs. This choice became the basis that in the implementation of self-help development of reality counseling to improve self-regulated learning MBKM students focused on one of the MBKM programs, namely the implementation of teaching assistance. Implementation of development is based on the needs of potential users and conditions in the field with the aim that the implementation of the product can optimally provide changes to users. The basis for implementing self-help services for reality counseling is the implementation of cybercounseling services which in this context are carried out independently by students so that they hope to provide effective and efficient services [29].

4   Conclusion

Based on the results of the discussions that have been described, it can be concluded that students need counseling services related to their learning problems. Assistance related to the mbkm program is more specifically needed to achieve the objectives of optimal program implementation. One of the measures to achieve this goal is to increase the

self-regulated learning of mbkm program students. In this context, it is through self-help website-based reality counseling that is in accordance with the student's choice with the media in the form of short videos. The implementation of these services is based on the theory of implementing cybercounseling services with a simple and easy-to-understand display design. As for the material contained in the self-help reality counseling to improve self-regulated learning in mbkm program students, it focuses on achievement in planning and taking action to achieve learning goals (behavior).

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