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# Building Independent Learners: The Role of Guidance and Counseling in Developing Self-Regulated Learning

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## ABSTRACT

Self-Regulated Learning (SRL) is a key competency for students to become independent learners, achieving academic goals and adapting to lifelong learning challenges. School Guidance and Counseling (GC) services play a crucial role in supporting students' development of SRL through targeted interventions. This literature review examines the role, strategies, and effectiveness of GC in fostering SRL, offering practical implications for school counseling services. SRL involves active self-direction of cognition, motivation, and behavior through planning (goal setting), management (cognitive and metacognitive strategies), monitoring, and self-evaluation. Evidence links strong SRL to improved academic achievement. GC services integrate SRL development via classroom guidance, group sessions, and individual counseling using strategies such as time management training, SMART goal setting, metacognitive skill-building, and motivation enhancement. Group counseling provides collective support, while individual sessions offer tailored interventions. Counseling approaches like Cognitive-Behavioral Therapy and Solution-Focused Counseling are relevant for promoting adaptive beliefs and behavioral change. Research indicates that effective GC interventions enhance SRL and academic discipline, supported by collaboration between counselors and teachers and adequate counselor competence. The review concludes that GC is essential for building independent learners and recommends a proactive approach that incorporates SRL into core curricula, increased counselor training, and the use of technology to monitor students' progress.

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## 1. INTRODUCTION

In the era of information and global competition, the ability to learn independently, known as self-regulated learning (SRL), has become a crucial skill—not only for achieving academic success but also for adapting and thriving in post-school life (Tarumasely, 2020; Darmiany, 2024). SRL is defined as a proactive process in which learners actively organize, set learning goals, plan, monitor, regulate, and control their cognition, motivation, behavior, and environment to achieve the established objectives (Tarumasely, 2020).

Learners with well-developed self-regulated learning (SRL) skills are capable of effectively managing their own learning experiences, organizing study time, seeking information from various sources, maintaining concentration, and solving learning problems independently (Zimmerman, 2008; Sarbaini, 2022). This ability enables individuals to become masters of their own learning processes and can significantly enhance academic achievement (Zimmerman & Schunk, 1989; T. F. E. Atmoko et al., 2023). SRL fosters individuals who are responsible and adaptive to diverse learning challenges, including situations that demand autonomy, such as distance learning (T. F. E. Atmoko et al., 2023; Darmiany, 2024).

Guidance and Counseling (GC) services play a crucial role in facilitating the development of self-regulated learning (SRL). One of the main areas of GC practice is academic guidance, which aims to help students achieve optimal learning outcomes (Julianto et al., 2022). School counselors or guidance teachers serve as consultants and facilitators to enhance students' motivation and engagement in the learning process (Nisa, 2021).

This article aims to provide a comprehensive explanation of how Guidance and Counseling (GC) services in schools can play an active role in developing students' Self-Regulated Learning (SRL). Specifically, this article discusses:

1. The fundamental concepts and importance of SRL within the context of modern education.
2. Various strategies and types of GC services (individual and group) that can be implemented to develop SRL components such as goal setting, cognitive strategies, motivation, and learning environment management.
3. Practical implications and recommendations for school counselors, educators, and school administrators in creating learning environments that foster students' autonomy.

The scope of the discussion covers both theoretical and practical aspects of GC in primary and secondary education, with a focus on recent literature references.

## 2. METHOD

To elaborate on the role of Guidance and Counseling (GC) in developing Self-Regulated Learning (SRL), this study employs a structured and comprehensive Qualitative Literature Review approach. This method was chosen because it focuses on synthesizing and interpreting various research findings and theoretical models that link the two domains.

1. Data Collection Procedure:
  - a. Data Sources: Data were collected from leading academic databases (e.g., ERIC, PsycINFO, Google Scholar) using key terms in both English and Indonesian, including *"Self-Regulated Learning," "Guidance and Counseling," "Counseling Intervention for SRL," "Metacognitive Skills in School Counseling,"* and *"Academic Guidance."*

- b. Inclusion Criteria:  
Articles and books included in the review focus on:  
(a) Theoretical models of SRL,  
(b) Guidance and Counseling (GC) programs or interventions implemented in schools, and  
(c) Empirical or conceptual relationships between GC and the development of learning skills.
2. Focus of Analysis and Synthesis:  
The analysis was centered on three main stages:
- Identification of Core SRL Components: A comprehensive understanding of the SRL phases—Forethought Phase, Performance Phase, and Self-Reflection Phase—and the specific skills required in each phase (e.g., goal setting, time management, self-monitoring, self-evaluation).
  - Mapping of GC Services: Analyzing relevant Guidance and Counseling (GC) services—Individual Counseling, Group Counseling, Classroom Guidance, and Case Conferences—that can serve as channels for SRL-oriented interventions.
  - Development of a Conceptual Framework: Synthesizing findings to develop an integrated model in which each SRL component is mapped onto the most effective GC service for its development (e.g., enhancing self-efficacy through individual counseling and training learning strategies through group guidance).

Through this literature review method, an evidence-based intervention framework will be developed, which can be applied by school counselors in their professional practice.

### **3. RESULT AND DISCUSSION**

#### **1. Understanding Self-Regulated Learning**

##### **a. Definition and Concept of Self-Regulated Learning**

Self-Regulated Learning (SRL) is defined as a process in which learners actively and constructively regulate their own learning processes—metacognitively, motivationally, and behaviorally (Zimmerman, 2002; Panadero, 2017).

Essentially, SRL represents the learner's ability to transform mental capabilities into academic performance skills. The concept emphasizes that self-regulated learners not only possess knowledge about a topic but also understand effective ways to acquire and apply that knowledge (Panadero, 2017).

SRL is a cyclical process (Zimmerman, 2000). This cycle involves three interrelated and recurring phases:

1. Forethought Phase (Planning and Preparatory Thinking): Involves goal setting and strategic planning.
2. Performance Phase: Involves the implementation of learning strategies and self-control during the learning process.
3. Self-Reflection Phase: Involves self-evaluation and attribution of outcomes.

##### **b. Core Components of Self-Regulated Learning**

SRL involves a series of key components that learners must master. Although models may vary, its core components generally include:

1. **Planning (Forethought)**  
This is the initial stage in which learners set specific and realistic goals (e.g., learning objectives, time allocation) and select appropriate strategies before engaging in a task (Zimmerman & Schunk, 2011).
2. **Management/Control**  
This phase occurs during task execution. It involves the use of cognitive strategies (e.g., organizing, rehearsing) and metacognitive strategies (e.g., monitoring progress). It also includes learning environment regulation (e.g., minimizing distractions) and resource management (e.g., managing time and seeking help) (Pintrich, 2004).
3. **Monitoring (Self-Monitoring)**  
This is a continuous metacognitive process in which learners actively track and compare their actual performance against predetermined goals (Zimmerman, 2002). Monitoring enables learners to detect when a strategy is ineffective and requires adjustment.
4. **Self-Evaluation (Self-Reflection)**  
After completing a task, learners assess their outcomes (e.g., level of understanding, grades) and draw conclusions regarding the effectiveness of the strategies employed (Panadero, 2017). The results of this evaluation then influence the planning phase of the next learning cycle. This component often involves causal attribution (why certain outcomes were achieved), which significantly affects motivation (Zimmerman & Schunk, 2011).

### **c. The Benefits of SRL in Academic Achievement and Personal Development**

Mastery of Self-Regulated Learning (SRL) has a significant positive impact, both in academic contexts and in personal development.

1. **Academic Achievement**  
Students who possess strong SRL skills tend to demonstrate higher academic performance (Dent & Koenka, 2016). They are more capable of:
  - a) Managing complex tasks (Panadero, 2017).
  - b) Adapting to various teaching styles and task demands (Zimmerman & Schunk, 2011).
  - c) Employing deep learning strategies rather than mere memorization (Pintrich, 2004).
  - d) Enhancing knowledge retention and transferring skills to new situations (Zimmerman, 2002).
2. **Personal Development**  
Beyond academics, SRL contributes to personal growth and life skills development (Dent & Koenka, 2016):
  - a) **Enhancing Motivation and Self-Efficacy:** Successful experiences in regulating one's own learning strengthen students' confidence (self-efficacy) in their ability to learn and succeed (Zimmerman & Schunk, 2011).

- b) Promoting Autonomy and Independence: SRL encourages students to take responsibility for their own education—an essential skill for lifelong learning and post-school success (Panadero, 2017).
- c) Improving Problem-Solving Skills: Self-regulated learners are more adept at identifying problems, formulating plans, and evaluating solutions—skills that are vital across all areas of life (Pintrich, 2004).

## **2. The Role of Guidance and Counseling in SRL**

The role of Guidance and Counseling (GC) is crucial in transforming students from passive learners into self-regulated learners. School counselors act as facilitators who help students develop metacognitive awareness, manage motivation, and master effective learning strategies (Baharun & Sulaiman, 2023).

### **a. Functions and Responsibilities of School Counselors in Guiding Students**

The functions and responsibilities of school counselors extend beyond addressing behavioral problems; they actively contribute to the development of students' learning potential, particularly in the context of SRL.

#### **1. Developmental Function**

The primary functions of school counselors are preventive and developmental. In the context of SRL, this means that counselors:

- a) Identify Skill Gaps: Analyze students' needs to determine which SRL strategies are still underdeveloped (e.g., time management, goal setting) (Hajisadeghi et al., 2021).
- b) Assist in Setting Academic and Career Goals: Help students establish specific, measurable, and relevant goals—an essential first step in the SRL cycle (Zimmerman & Schunk, 2011).

#### **2. Specific Tasks in Fostering Independent Learning**

Specifically, the responsibilities of school counselors include:

- a) Training Metacognitive Skills: Providing direct instruction on how students can monitor their understanding, plan tasks, and evaluate their own performance (Özyürek, 2022).
- b) Motivational Facilitation: Helping students understand the attributions of success and failure (e.g., not due to luck, but to modifiable strategies). This fosters self-efficacy and intrinsic motivation, which are key components of SRL (Zimmerman & Schunk, 2011).
- c) Providing Learning Resources: Guiding students toward optimal learning resources and environmental management strategies, such as stress and time management techniques (Baharun & Sulaiman, 2023).

### **b. Guidance and Counseling Strategies to Enhance Students' Learning Autonomy**

To foster Self-Regulated Learning (SRL), school counselors must employ systematic approaches that focus on cognitive, motivational, and behavioral changes in students.

#### **1. Cognitive-Behavioral Counseling (CBT)-Based Approach**

This approach is highly effective because it directly targets the thoughts (cognitions) and behaviors that underlie SRL. School counselors can:

- a) Modeling: Demonstrate “think-aloud” techniques when completing tasks, showing students the steps of planning, monitoring, and self-evaluation (Panadero, 2017).
  - b) Self-Instruction Training: Train students to use positive and instructional self-talk when facing challenging tasks (e.g., “I should plan first,” or “I need to double-check my answers”) (Zimmerman & Schunk, 2011).
2. Group Guidance and Peer Tutoring
- These strategies utilize the social environment to promote SRL:
- a) Strategy Discussions: Students share and discuss their effective learning strategies, thereby broadening each other’s SRL repertoires (Özyürek, 2022).
  - b) Collective Efficacy: Interacting with successful peers (peer models) enhances students’ belief that they, too, can master SRL skills (Baharun & Sulaiman, 2023).
3. Resource Management Interventions
- These focus on practical skills that support SRL:
- a) Time Management Training: Teaching the use of priority matrices, study schedules, and time-blocking techniques.
  - b) Environmental Regulation Training: Helping students identify and minimize distractions in their learning environment (Hajisadeghi et al., 2021).

### c. Effective Counseling Service Models for Developing SRL

For SRL interventions to be effective, guidance and counseling services must be structured and integrated with the school curriculum.

#### 1) Responsive Services

This service is provided when students encounter specific learning problems, such as exam failure or difficulty adapting to learning demands. Counselors conduct individual counseling sessions to:

- a) Diagnostic Needs Analysis: Use interviews or SRL instruments to identify students’ specific deficits in the SRL cycle (for example, failure due to poor self-monitoring rather than low intelligence) (Özyürek, 2022).
- b) Attributional Change Facilitation: Help students reframe maladaptive beliefs from “I am not smart” (fixed attribution) to “My strategy was ineffective, and I can change it” (controllable attribution) (Zimmerman & Schunk, 2011).

#### 2) Individual Planning Services

This model involves structured planning to achieve academic and career goals. It is particularly aligned with the *forethought phase* of SRL.

- a) SRL Portfolios: Students develop and maintain a portfolio containing their goals, strategic plans, and self-reflection on their learning performance (Baharun & Sulaiman, 2023).

- b) Strategic Consultation: Scheduled sessions between students and counselors to review and adjust long-term learning plans (Hajisadeghi et al., 2021).
- 3) Guidance Curriculum (Basic Services)
  - SRL should be taught explicitly and systematically. The guidance curriculum provides the structure for such instruction through:
    - a) Classroom Guidance: Dedicated sessions or modules that explicitly teach SRL components—such as goal setting, note-taking strategies, and self-evaluation techniques—to entire classes in a structured manner (Panadero, 2017).
    - b) Curricular Integration: Collaboration between school counselors and subject teachers to embed SRL strategies into daily classroom activities, ensuring that students practice these skills in authentic academic contexts (Özyürek, 2022).

By adopting this comprehensive model of counseling services, school guidance programs can effectively empower students to become autonomous, motivated, and lifelong learners.

### **3. Supporting Factors and Challenges**

Although the role of Guidance and Counseling (GC) is crucial in fostering Self-Regulated Learning (SRL), its implementation is not always seamless. The success of SRL interventions largely depends on the school ecosystem and students' readiness, while various barriers must be addressed (Baharun & Sulaiman, 2023).

#### **a. Supporting Factors for the Effectiveness of Counseling Services in Developing SRL**

Several key elements within the school environment and counseling practices can significantly enhance the effectiveness of SRL programs:

##### **1. Institutional Support**

Full support from school leaders and administrators forms the foundation of effective SRL implementation. This includes adequate allocation of time and budget for counselors to regularly deliver classroom guidance, group sessions, and individual counseling. When SRL is embedded in the school's vision and strategic plan, implementation becomes more sustainable and systemic (Hajisadeghi et al., 2021).

##### **2. Collaboration with Subject Teachers**

SRL integration is most effective when it is not limited to counseling sessions but also practiced within authentic academic contexts. Collaboration between school counselors and subject teachers is essential to incorporate SRL strategies into daily tasks and assessments—for example, requiring students to plan, monitor, and reflect on their assignments (Özyürek, 2022).

##### **3. Counselor Qualification and Competence**

The success of SRL interventions depends heavily on counselors' comprehensive understanding of SRL theories (e.g., Zimmerman, Pintrich), metacognitive strategies, and counseling techniques such as Cognitive-Behavioral Therapy (CBT) and Solution-Focused Counseling. Continuous professional development ensures that interventions remain evidence-

based, relevant, and responsive to students' needs (Baharun & Sulaiman, 2023).

#### 4. Parental Involvement and Awareness

When parents understand and support the concept of SRL, they can create a home environment conducive to learning, encourage effective time management, and reinforce goal-setting behaviors promoted at school (Zimmerman & Schunk, 2011).

### b. Barriers and Challenges Faced by School Counselors and Students

The implementation of SRL programs encounters multiple constraints stemming from both systemic limitations and individual characteristics. These challenges can be categorized based on the stakeholders involved:

Stakeholders	Barriers and Challenges	Recent References
School Counselors	High Student-to-Counselor Ratio: The large number of students assigned to a single counselor often limits the time available for individualized and in-depth counseling sessions (Özyürek, 2022).	Özyürek (2022)
	Limited Curriculum Time: It is often difficult to secure sufficient time within a crowded school schedule to deliver structured classroom guidance sessions on SRL (Panadero, 2017).	Panadero (2017)
Students	Resistance and Negative Attribution: Many students demonstrate resistance toward SRL interventions because they attribute failure to uncontrollable factors (e.g., luck, innate ability) rather than to the lack of effective learning strategies (Zimmerman & Schunk, 2011).	Zimmerman & Schunk (2011)
	Deficits in Metacognitive Skills: Particularly among younger learners, students often lack awareness of their own thinking processes, making self-monitoring and strategic learning difficult to achieve (Panadero, 2017).	Panadero (2017)
System/School	Lack of Integration: SRL strategies are frequently introduced within counseling sessions but are not reinforced or evaluated in academic subjects, preventing skill transfer to authentic learning contexts (Baharun & Sulaiman, 2023).	Baharun & Sulaiman (2023)

### c. Strategies to Overcome Barriers in SRL Implementation

To ensure the successful development of Self-Regulated Learning (SRL), the aforementioned challenges require strategic, collaborative, and innovative solutions. Several approaches can be employed to enhance the effectiveness and sustainability of SRL-based counseling services:

#### 1. Leveraging Technology

School counselors can utilize digital tools such as time-management applications, e-learning platforms, and online group webinars to deliver SRL interventions more efficiently to large groups of students. Technology also facilitates easier self-monitoring and progress tracking, empowering students to regulate their learning autonomously (Hajisadeghi et al., 2021).

2. Infusion Approach

Rather than relying solely on standalone classroom guidance, counselors should focus on *teacher consultation and training*, enabling subject teachers to infuse SRL-related components—such as planning, self-monitoring, and self-evaluation—into their instructional design and assessments. This ensures that SRL principles are consistently reinforced within daily learning activities (Özyürek, 2022).

3. Focusing on Motivational Reinforcement

Student resistance can be reduced by incorporating counseling approaches that emphasize *causal attribution retraining* and *self-efficacy enhancement*. Counselors should continuously highlight small successes achieved through the use of new learning strategies, reinforcing the belief that success is strategy-dependent rather than ability-dependent (Zimmerman & Schunk, 2011).

4. Developing Peer-Counseling Programs

Training students who have mastered SRL to serve as peer mentors or tutors can significantly alleviate the counselor's workload while utilizing the power of *peer modeling* in promoting behavioral and motivational change. Peer counseling programs also foster a supportive learning community that sustains SRL practices beyond formal sessions (Baharun & Sulaiman, 2023).

By addressing these barriers proactively and capitalizing on institutional and social supports, school counseling services can effectively fulfill their role as catalysts in cultivating autonomous, self-regulated, and lifelong learners.

#### 4. Case Studies and Empirical Evidence

Empirical research has consistently demonstrated the positive impact of Guidance and Counseling (GC) services in enhancing students' Self-Regulated Learning (SRL) abilities, reaffirming the essential role of school counselors in fostering autonomous and effective learners.

1. Implementation of Reality Group Counseling

A study by Rasimin and Muhamad (2021) found that students' SRL levels significantly improved through *Reality Group Counseling* services. This approach emphasizes personal responsibility, choice, and action planning—elements that directly align with the dimensions of self-regulation. Improvements were observed after the counseling sessions focused on problem identification, solution generation, and the implementation of concrete behavioral changes.

2. Application of SRL Techniques in Group Counseling

The implementation of *Group Guidance* services that explicitly incorporate SRL techniques has been shown to effectively increase students' learning autonomy (Alamri, 2015). This type of service

facilitates self-awareness in learning through information exchange, reflection, and peer discussion on topics related to independent learning, thereby strengthening students' metacognitive engagement.

### 3. Individual Counseling for Self-Regulation Development

Qualitative research conducted by Vauziah, Fitriany, and Suherman (2020) revealed that individualized counseling sessions employing SRL-based strategies successfully enhanced students' learning outcomes. The counseling helped students organize and monitor their own learning processes, which was later reflected in improved academic performance as measured by test scores.

## 4. CONCLUSION

### 1. Summary of the Essential Role of Guidance and Counseling in Developing Independent Learners

The role of Guidance and Counseling (GC) in shaping independent learners is both essential and transformative. GC serves as a key facilitator in the development of Self-Regulated Learning (SRL) by addressing three fundamental dimensions—cognitive, motivational, and behavioral.

In summary, school counselors help students to:

- a. Regulate Cognition (Metacognition):  
Students are guided to set clear goals, plan effective learning strategies, monitor their progress, and evaluate their learning outcomes. Services such as individual counseling and group guidance effectively foster *goal-setting* and *self-evaluation* skills (Yulianti et al., 2024; Gumilang, 2022).
- b. Enhance Intrinsic Motivation:  
Counselors assist students in overcoming affective barriers (e.g., anxiety and procrastination) while cultivating self-efficacy and sustained commitment to the learning process (Setyorin et al., 2019).
- c. Manage Behavior and Learning Environment:  
GC equips students with practical competencies such as time management and the ability to create conducive learning environments—both of which are critical components of SRL (Muha, 2023).

Through these multidimensional interventions, Guidance and Counseling ensures that SRL is not merely understood as a theoretical construct but is applied through concrete actions, transforming students from passive recipients of knowledge into active agents of their own learning (Vauziah, Fitriany, & Suherman, 2020).

### 2. Practical Implications for School Guidance and Counseling Practice

The findings on the effectiveness of Guidance and Counseling (GC) in enhancing Self-Regulated Learning (SRL) hold significant implications for school-based counseling practice.

#### a. Shifting the Focus of Services:

School counseling services should transition from a reactive, problem-solving model to a proactive and developmental approach emphasizing prevention and growth. GC programs need to be integrated into the school curriculum and explicitly teach SRL strategies to all students, not only to those identified as having academic or behavioral

difficulties. This proactive model supports the cultivation of lifelong learning skills and fosters a school-wide culture of self-regulation.

b. **Optimizing Group-Based Services:**

Group Guidance and Group Counseling should be intensified as efficient platforms for delivering SRL-related content—such as *Self-Regulated Learning techniques* and *Reality Counseling*. The group format enables students to exchange experiences, learn from peers, and develop collective self-awareness and responsibility (Alamri, 2015). These interactions also reinforce social modeling, an essential mechanism in SRL development.

c. **Utilizing Evidence-Based Techniques:**

Guidance practitioners are encouraged to adopt evidence-based interventions, such as *Solution-Focused Brief Counseling (SFBC)*, to target specific SRL components (e.g., goal setting, self-monitoring, self-reflection) efficiently and effectively (Gumilang, 2022). The use of structured and empirically supported approaches ensures that counseling practices remain both impactful and measurable within the educational context.

### **3. Recommendations for the Further Development of Guidance and Counseling Services**

To achieve maximum effectiveness in the implementation of Guidance and Counseling (GC) services for fostering Self-Regulated Learning (SRL), several strategic recommendations should be considered:

a. **Enhancing Counselors' Competence in SRL Theory:**

School counselors should engage in advanced professional training focused on the theoretical foundations, assessment, and intervention of SRL. A deep understanding of SRL components—such as metacognitive regulation, motivation, and behavioral control—and mastery of targeted intervention techniques (e.g., cognitive-behavioral modification, motivational strategies) are crucial for designing precise and effective counseling services (Yulianti et al., 2024).

b. **Outcome-Based Evaluation of Counseling Programs:**

Schools should implement outcome-oriented evaluation systems that assess improvements in students' SRL skills rather than relying solely on service satisfaction indicators. Such evaluations should include pre- and post-intervention measurements using validated instruments that assess metacognitive awareness, motivational regulation, and resource management (Setyorini et al., 2019).

Implementing these recommendations will strengthen the role of Guidance and Counseling as a frontline educational service that shapes learners who are not only intellectually capable but also autonomous, responsible, and adaptive in facing lifelong learning challenges.

### **5. AUTHOR'S NOTE**

The author hopes that this article will stimulate deeper discourse among guidance and counseling practitioners, school counselors, and educational policymakers regarding the transformative potential of Guidance and Counseling (GC) within the educational system. Successful implementation requires strong administrative support, continuous professional development for school

counselors on SRL theories and techniques, and close collaboration with teaching staff to ensure consistent emphasis on learner autonomy across the curriculum.

Future research is encouraged to focus on longitudinal intervention studies that evaluate the long-term impact of SRL-based counseling programs on students' academic performance and career transitions. Such studies would provide valuable empirical evidence to reinforce the strategic role of counseling services in cultivating lifelong learners.

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