

Malay Culture-Based Psychoeducation: Strategies for Improving Students' Self-Regulated Learning

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Abstract : *Self-Regulated Learning is an essential skill that students must possess to be able to learn independently, intentionally, and sustainability. In fact, there are some students who find it hard to manage motivation, concentration, and their discipline. This article examines the application of psychoeducation based on Malay local wisdom as an innovative strategy to improve students' self-regulated learning. The local wisdom raised is based on moral and educational values in Raja Ali Haji's Gurindam Dua Belas, which are relevant to aspects of self-control, discipline, responsibility, and emotional regulation. The method used is a literature review by examining various studies related to psychoeducation, self-regulated learning, and cultural integration in counseling interventions. The results of the study indicate that Malay culture-based psychoeducation has the potential to improve self-regulated learning through three main aspects, namely (1) strengthening intrinsic motivation, (2) developing self-awareness and emotional regulation, and (3) internalizing cultural values as guidelines in managing the learning process. These findings highlight the importance of developing higher education interventions that are contextual, integrated, and culturally grounded.*

Keywords: *Psychoeducation, Malay Culture, Self-Regulated Learning, Students*

Keywords: Self-Regulated Learning merupakan keterampilan esensial yang harus dimiliki mahasiswa agar mampu belajar secara mandiri, terarah, dan berkelanjutan. Namun, kenyataan menunjukkan bahwa sebagian mahasiswa masih mengalami kendala dalam mengelola motivasi, konsentrasi, serta disiplin belajar. Artikel ini mengkaji penerapan psikoedukasi berbasis kearifan lokal Melayu sebagai strategi inovatif untuk meningkatkan self regulated learning mahasiswa. Kearifan lokal yang diangkat berlandaskan pada nilai-nilai moral dan pendidikan dalam Gurindam Dua Belas karya Raja Ali Haji, yang relevan dengan aspek pengendalian diri, disiplin, tanggung jawab, serta regulasi emosi. Metode yang digunakan adalah kajian literatur dengan menelaah berbagai penelitian terkait psikoedukasi, self regulated learning, serta integrasi budaya dalam intervensi konseling. Hasil kajian menunjukkan bahwa psikoedukasi berbasis budaya Melayu berpotensi meningkatkan self regulated learning melalui tiga aspek utama, yaitu (1) penguatan motivasi intrinsik, (2) pengembangan kesadaran diri dan regulasi emosi, serta (3) internalisasi nilai budaya sebagai pedoman dalam pengelolaan proses belajar. Temuan ini mengimplikasikan pentingnya inovasi intervensi pendidikan tinggi yang bersifat kontekstual, integratif, dan berbasis budaya.

Kata Kunci: Psikoedukasi, Budaya Melayu, Self Regulated Learning, Mahasiswa



INTRODUCTION

The changing dynamics of higher education in the era of globalization require students to possess independent, adaptive, and sustainable learning skills. The rapid development of science and technology demands that students not only be recipients of information, but also be able to actively manage their learning process. These abilities are necessary for students to survive complex challenges and be competitive at the global level (OECD, 2019).

Self-Regulated Learning (SRL) is a foundational skill that is essential for academic success. According to Zimmerman (1990), SRL is an individual's ability to proactively set learning goals, select and implement strategies, monitor progress, and evaluate the results achieved. In a similar context, Pintrich (2004) emphasized that SRL is an active process in which students control their motivation, behavior, and thought processes during the learning process. In general, students with high levels of SRL are better able to focus, manage time, and apply learning techniques that suit their academic needs.

However, in the field, it seems that some students still experience difficulties when trying to apply SRL. According to Schunk & DiBenedetto (2020), many students struggle to maintain motivation to learn, lack discipline in time management, and are easily distracted by external influences. Furthermore, students often neglect critical reflection on their learning strategies, resulting in the repetition of inefficient learning patterns (Dent & Koenka, 2016). This situation results in poor academic performance, ineffective learning processes, and unpreparedness for graduates to compete in the work place.

The need for independent and adaptive learning skills is increasingly pressing in today's higher education context. **Self-Regulated Learning (SRL)** has been shown to be a crucial competency in fostering academic success. Maulidiyah et al. (2024) shows a positive and significant relationship between SRL and student academic achievement. Furthermore, students with high SRL tend to experience lower levels of academic stress (Febriana & Simanjuntak, 2021), and have a stronger interest in learning (Murwaningsih et al., 2022). These findings underscore the urgency of developing interventions capable of strengthening students' SRL so they can learn effectively, disciplined, and consistently in the digital era.

Therefore, improving SRL skills is a crucial concern in higher education. Conventional learning alone is insufficient to develop SRL; contextual, comprehensive, and targeted intervention strategies are needed. Psychoeducation that integrates local cultural values as a foundation for students to internalize motivation, emotional regulation, and self-control is one potentially successful strategy. In this case, Malay culture has a wealth of values that can be used as a reference. One of the Malay literary heritages that is full of moral and educational messages is *Gurindam Dua Belas* by Raja Ali Haji.

Gurindam Dua Belas contains teachings about self-discipline, responsibility, emotional control, and spiritual awareness, all of which are in line with the main aspects of SRL: regulation of cognition, motivation, behavior, and emotion. For example, the article on the importance of maintaining the mind and heart is in line with emotional regulation, while the teachings on keeping promises and discipline can be linked to behavioral regulation. Thus, the integration of *Gurindam Dua Belas* values into psychoeducation can be an innovative strategy to improve students' SRL while instilling local wisdom-based characters.

Based on these reasons, this study aims to describe and analyze the application of **psychoeducation based on Malay local wisdom**, as a strategy to improve students' **Self-Regulated Learning**.

METHODOLOGY

The research method used a literature review Creswell (2015) explains that a literature review is a systematic approach that aims to find, examine, and integrate various relevant studies from a theoretical perspective, thereby providing a deeper understanding of a phenomenon.

The literature selection process was carried out in a structured manner through various online databases, such as Garuda, Google Scholar, and Scopus. The selection criteria included literature published within the last ten years and relevant to the themes of self-regulated learning, psychoeducation, and Malay culture.

The stages of the literature review consist of four primary steps. First, literature collection, namely accessing and downloading related articles or scientific documents. Second, literature screening, namely selecting sources based on the appropriateness of the theme, year of publication, and the credibility of the references. Third, literature review, in the form of critical reading and analysis to find important concepts, themes, and patterns. Fourth, synthesis, namely summarizing literature findings to build a comprehensive understanding and produce a theoretical framework that supports the research objectives. Through this procedure, this study succeeded in mapping relevant literature as a basis for compiling recommendations for developing local culture-based psychoeducation

RESULTS AND DISCUSSION

1. Self-Regulated Learning (SRL) in the Context of Higher Education

The results of the literature review show that SRL is one of the important competencies for students to support academic success and learning independence. Students with high SRL tend to be able to organize goals, manage time, monitor strategies, and conduct self-evaluation (Zimmerman, 2002; Pintrich, 2004). The success in designing and developing learning strategies that are in accordance with the demands of the digital learning environment is based on regular independent learning (Schumacher & Ifenthaler, 2021). This equips students with behavioral strategies that support the achievement of positive learning outcomes. Even when the learning material is less interesting, self-regulation allows them to stay motivated, improve their efforts, and manage the entire learning process through planning, organizing, monitoring, evaluating, and self-control. Thus, students act as active learners who can increase learning effectiveness (ElSayad, 2024). Conversely, students with low SRL often experience obstacles in maintaining motivation, concentration, and emotional regulation which has an impact on declining academic achievement (Dent & Koenka, 2016). This emphasizes the need for special interventions that can foster self-awareness, discipline, and intrinsic motivation in students.

Self-Regulated Learning (SRL) in Higher Education Context The findings of the literature review indicate that SRL is a crucial skill for students to enhance academic achievement and learning autonomy. Students exhibiting strong SRL are often skilled at setting objectives, managing their time, overseeing strategies, and performing self-assessments

2. Psychoeducation as a Strategy for Developing Self-Managed Learning (SRL)

Psychoeducation is one of the most widely used intervention strategies in higher education because it combines cognitive, affective, and behavioral aspects. This approach not only emphasizes the delivery of theoretical knowledge but also trains practical skills relevant to students' needs in the learning process. In the context of Self-Managed Learning (SRL), psychopedagogy plays a crucial role in helping

students develop the ability to set learning goals, manage motivation, and monitor and evaluate the strategies they use (Schunk & DiBenedetto, 2020).

Psychoeducation allows students to understand more deeply the learning process they are undergoing. This encourages them to use metacognitive strategies, such as planning, monitoring, and reflection on learning abilities, so that the learning process becomes more independent and rigorous (Zimmerman & Schunk, 2011). In addition, psychoeducation provides students with the opportunity to learn self-management skills, such as discipline, time management, and emotional intelligence. These are all essential components of self-regulation (Panadero, 2017).

Furthermore, because it can connect psychological theory with students' social realities, culture-based psychoeducation has its own benefits. Students feel more connected, relevant, and motivated to internalize values: These values are when learning strategies are contextualized with local wisdom. The normative framework provided by cultural values can strengthen the motivational elements of SRL, including accountability, self-control, and long-term goal orientation. The moral lessons contained in Raja Ali Haji's *Gurindam Dua Belas*, for example, can be used as psychopedagogical material to help students develop self-regulation in the Malay cultural context. These lessons include lessons on self-control, ethics, and discipline in everyday life (Haji, 2012).

3. Cultural Values of Malay in *Gurindam Dua Belas*

The results of the study show that *Gurindam Dua Belas* by Raja Ali Haji contains values that are relevant to the SRL aspects. Some of them are:

Motivation Regulation

In *Gurindam Dua Belas* Article I, Raja Ali Haji emphasizes the importance of sincere intentions and honesty in seeking knowledge: Whoever knows the four, is a person of *ma'rifat* (intention, faith, Islam, and *ihsan*).

This teaching emphasizes that learning motivation must be based on the right intentions, sincerity, and honesty in the process of seeking knowledge. This is in line with the SRL indicators in the motivational dimension, namely beliefs, goals, and values that students internalize to encourage learning engagement (Pintrich, 2004; Zimmerman, 2002).

The Behavioral Regulations

Article II of *Gurindam Dua Belas* stresses behavioral ethics like discipline, keeping promises, and avoiding laziness:: Whoever abandons prayer, is like a house without pillars. Whoever belittles time, is destined for a mistaken life.

This moral message is in line with the behavioral regulation dimension in SRL, namely how students regulate their actions, such as the use of time, effort, and perseverance in completing academic tasks ((Kookan, Zaini, & Arroyo, 2021) Zimmerman, 2011; Panadero, 2017). Self-discipline and behavioral control are considered important factors in supporting academic success.

Emotional Regulation

In Chapter V, Raja Ali Haji advises on the importance of maintaining a calm heart, controlling anger, and being patient: Whoever holds onto anger loses their dignity, Whoever is patient makes all enemies become friends.

This message suggests that emotional control is a part of life and learning wisdom. Within the framework of **Self-Regulated Learning (SRL)**, emotion regulation is the ability of students to manage their feelings (anxiety, boredom, frustration) to remain focused on their learning goals (Efklides, 2011). Effective emotion regulation helps students persevere in the face of academic challenges.

Cognitive Regulation

Chapter XII emphasizes the importance of using one's intellect wisely to understand knowledge and truth: Whoever knows themselves, knows their God , Whoever knows the world, knows what is futile

This message guides students to engage in reflective, critical, and wise thinking. In Self-Regulated Learning (SRL), cognitive regulation involves planning, monitoring, and evaluating learning strategies to enhance their effectiveness (Schunk & DiBenedetto, 2020). By optimizing their intellect, students can more consciously choose learning strategies that meet academic demands.

Thus, the values in *Gurindam Dua Belas* closely intersect with four key aspects of SRL: motivation, behavior, emotion, and cognition. Raja Ali Haji's moral teachings can be positioned as a psychoeducational framework based on Malay culture that strengthens the development of students' self-regulation skills. This approach also demonstrates that local wisdom can be a relevant basis for developing psychopedagogical interventions in higher education.

4. Integration of Psychoeducation with Malay Local Wisdom

Integrating Malay cultural values into psychoeducation serves as a contextual strategy to foster students' Self-Regulated Learning (SRL). The values within *Gurindam Dua Belas* can be used as material for reflection, group discussions, or training modules in psychoeducational programs. Through this approach, students not only develop more organized learning skills but also internalize cultural values as a moral guide and academic identity.

Literature reviews and analysis indicate that SRL is a fundamental competence that determines students' academic success in higher education. Students with high SRL can set learning goals, monitor progress, and adaptively regulate their behavior, emotions, and cognition (Zimmerman, 2002; Pintrich, 2004). This is especially relevant in the digital learning era, which demands independence and learning discipline (Schumacher & Ifenthaler, 2021). However, field data show that some students still face obstacles such as low motivation, difficulty with time management, and poor emotional control, which negatively impacts their academic achievement (Dent & Koenka, 2016).

Within this framework, psychoeducation presents itself as a highly effective intervention strategy. It leverages cognitive, affective, and behavioral methodologies to provide both theoretical knowledge and practical skill development in self-regulation (Schunk & DiBenedetto, 2020). When psychoeducational programs incorporate cultural values, they gain enhanced significance by connecting the learning process directly to the students' social context and sense of identity (Zimmerman & Schunk, 2011; Panadero, 2017).

The values found in Raja Ali Haji's *Gurindam Dua Belas* directly parallel the four core components of Self-Regulated Learning (SRL): motivation, behavior, emotion, and cognition. For example, its counsel on sincerity (Chapter I) informs motivational regulation, while its lessons on discipline and time management (Chapter II) are linked to behavioral regulation. The text's advice to manage anger (Chapter V) aligns with emotional regulation, and its call for wise thinking (Chapter XII) embodies cognitive regulation. This makes *Gurindam Dua Belas* an ideal psychoeducational framework, grounded in Malay culture, to help students develop their self-regulation skills in a way that feels personally relevant.

Beyond academics, weaving these cultural values into psychoeducation helps to build a student's character, moral compass, and sense of cultural identity. By using local wisdom as a foundation,

learning becomes more meaningful and strengthens both motivation and morality. Ultimately, this approach empowers students to be not only engaged learners but also culturally connected individuals with a lasting commitment to their education.

COUCLUSION

Self-Regulated Learning (SRL) is a fundamental competency for students, as it underpins academic achievement by enabling the effective regulation of motivation, behavior, emotion, and cognition. Psychoeducation has been validated as an effective intervention strategy, providing practical skill development in metacognition, self-management, and learning discipline.

The effectiveness of psychoeducation is further enhanced when it is contextualized with cultural values, as students perceive the learning content as more personally relevant. The principles within Raja Ali Haji's *Gurindam Dua Belas* show a clear alignment with the core dimensions of SRL, including motivational, behavioral, emotional, and cognitive regulation. Consequently, integrating a psychoeducational framework rooted in Malay culture, specifically through *Gurindam Dua Belas*, represents a strategic approach to boost student self-regulation while simultaneously cultivating moral values and cultural identity in the academic environment.

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