

**ANALYSIS OF DIFFERENCES IN THE DEVELOPMENT OF SELF REGULATION BETWEEN STUDENTS OF MEN AND WOMEN IN THE STUDENTS OF CLASS XI SMA BANDARLAMPUNG CITY AFTER FOLLOWING NARRATIVE COUNSELING**

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**Abstract** - *Self regulation is very important for students, especially high school students. Knowing the role of self-regulation in women and men after being given the strategy of narrative counseling service becomes the purpose of this research to be able to develop self regulation more developed again. The research used quantitative quasi-experimental approach. The research population is the students of class XI SMA Bandarlampung academic year 2016/2017 with a sample of 794 students from high, middle and low school category in Bandarlampung city conducted to analyze the role of gender in the development of self-regulation of students. Research results do not show any differences between male and female students.*

**Keyword:** self regulation of women and men, high school students, narrative counseling.

## 1. INTRODUCTION

Self-regulation is described in the literature and can be easily understood as a relatively simple and meaningless part, complex, hierarchical control mechanisms, and deliberate mental processes. In a broad sense, the concept of self-regulation applies to all forms of behavior directed toward the goal (Carver & Scheier, 2011; Hofmann, 2012). Giving a picture that actually gives a different understanding that the main thing that is emphasized is that self-regulation does not require a goal that is explicitly represented by individual organisms, even if the goal is more clear.

Over time there is a renewal of theory over time, as for modern theory of self-regulation, "...diri is an active agent (not of machines) that seeks to achieve self-set objectives or to meet the standards of behavior to be achieved" (Bandura, 2001, p. 267). This active agent's perspective on self-regulation was very supportive beginning in social psychology and personality in the early 1970s. Even rediscovered early ideas about symbolic interactionism, pioneering a theory of self-awareness (Duval & Wicklund, 1972).

Efklides, Niemivirta & Yamauchi, (2002, in Murtagh, & Todd, 2004) conceptualize self regulation as "the individual's ability to monitor and modify behavior, cognition, and influence his environment to achieve goals". Monitoring the cognition and behavioral process becomes a point in the concept of self-regulation, in order to produce acceptable and justified behaviors.

Strengthened by Baumeister & Vohs (2004) as dictated (McCullough & Willoughby, 2009, p 500) in the psychology bulletin published by APA (American Psychology Association) defines self regulation with the activity of "how a person controls himself or his response to pursue goals and meet standards. "Control in self-regulation to arrive at desired goals and standards becomes an emphasis on the definition of self-regulation.

More deeply Barkley (1997, p.68) defines: Self-regulation as each response or response chain by which the individual functions to change the likelihood of subsequent response to an event, and in doing that response serves to change the possibility of subsequent consequences associated with events that occur.

Self-regulation explains the individual can regulate the behavior to comply with personal standards. At the same time, self-control is more focused on enforcing self-regulatory strategies to resolve conflicts between short-term and long-term impulses as emerging goals according to developmental psychology, which is the individual developmental task.

The various opinions that are comprehensively begin to be summarized in the opinion given by Brown (1991). Self regulation is the ability to develop, implement, flexibly and maintain planned behavior in order to achieve one goal. Based on the theoretical constructs presented by Kanfer (1970a, 1970b), Miller & Brown formulated seven indicators in self-regulation (Brown, 1998, Miller & Brown, 1991). The seven indicators are: a) receiving the relevant information (receive), b) evaluating the information and comparing it with the existing norm (evaluation), c) triggering, d) searching for the searching, e) planning, f) implementing the plan (implementing), g) assessment of the effectiveness of planning.

The human capacity for self-regulation is wider not found in other creatures such as animals, and this is at once the innate nature of humans. Baumeister, Heatherton, & Tice (1994) and Baumeister, et al (2006) give self-regulation the most characteristic of human beings, but individual capacities often do not develop more ideally, and failures in self-regulation can become a personal and social problem for every individual.

Based on the exposure of self-regulation can be concluded that self regulation is a process, dynamic motivation system of individuals to manage and modify thoughts, feelings, desires, and actions or behaviors in establishing, developing, assessing, revising,

and implementing strategies for achieving certain life goals , to a higher purpose, including managing emotional responses to specific stimuli.

Narrative therapy is one of the flow therapy rooted in postmodern theory. Repeatedly produces through narrative (Freedman & Combs, 1996), whose stories are based on religion, culture, gender and language (Merscham, 2000). White & Epston (1990) compares an individual story to a map that expands through time. It is through the unification of individual experiences and perceptions that help counselors to understand the reality that has shaped individual stories through narrative counseling.

Narrative counseling in the form of therapy was originally developed by White & Epston (1990), described as "an alternative approach to traditional psychotherapy" (Amundson, 2001; Besley, 2002; Nylund&Nylund, 2003). The basis of narrative counseling is an idea in post-structuralist philosophy (Combs & Freedman, 2004; Foucault, 1988; Lye, 2008; Thomas, 2004; White, 1997) Poststructuralism is a response to structuralism, which is one of the labels for worldviews which still dominant in many areas, including counseling and psychology. The limited understanding of the paradigm makes other theories emerge and offers a new paradigm, i.e. the narrative rationality narrative that takes the view that narrative or story as the basic basis of human communication (Fisher, Walter R, 1984). There are many human experiences based on action. Another important part of experience toward feelings (indeed, feelings turn into an essential element in action). This is strongly related to desire (eg, Clore, 1994; Frijda, 1986, 1988; Ortony, Clore, & Collins, 1988).

There are eight sessions on the group setting of the narrative counseling process. In this process the facilitator is the counselor required to bring the records. The counselor sifts through the files, looking for every success on the counselee in the step-by-step process. (Winslade & Monk, 2007 p. 136). Here are the eight stages: 1) Form group, Form initial / group agreement, 2) Develop a story, 3) Form a separate character, Make counselees and stories are two separate things, 4) Internalize the character, that is separating the person / individual from the problem, 5) Self-identification and members, in order for members on each team to think about strategies to change the character of each team member, 6) Reinforce, Understand every human being created differently and with different goals, 7) Find an alternative story from each Counselee. 8) Celebration, Giving rewards to committed counselees and changes.

Develop self-regulation of students need to know the role of self-regulation of women and men after given narrative counseling in the process. Understanding this gender role can help in understanding self-regulation in future development.

## 2. METHOD

The sample used from the three schools as a whole amounted to 794 of which from SMA Saverius amounted to 236 students, SMA Negeri 10 amounted to 364 students, and SMA Negeri 6 amounted to 196 students. The total sampling that was eliminated in accordance with the participation of pre test 1 up to pre test 3 so that the sample 546 obtained as the sample of the research respondents.

The population in this study is the students of class XI SMA in Bandar Lampung academic year 2016/2017. The sample of the research is the XI high school students from three schools in Bandar Lampung which represent self regulation picture of high school adolescent in Bandar Lampung.

The instrument used in this research is with the interval scale shaped like Likert scale. Using a Likert scale, the variables that be measured are translated into dimensions, dimensions are translated into sub-variables and sub-variables are translated into measurable indicators. This measurable indicator becomes the starting point for creating items in the form of questions or statements that respondents must answer.

## 3. RESULTS

In post test 1 obtained  $t = 0.805$  and  $p = 0.423 > \alpha = 0.05$ . That is, in post test 1 there is no difference of self regulation development between male and female students in grade XI students of Bandar Lampung City High School after following narrative counseling.

In post test 2 obtained  $t = 0.175$  and  $p = 0.862 > \alpha = 0.05$ . So  $H_0$ : Accepted and  $H_a$ : rejected. That is, in post test 2 there is no difference of self regulation development between male and female students in grade XI students of Bandar Lampung City High School after following narrative counseling.

In post test 3 obtained  $t = 0.82$  and  $p = 0.935 > \alpha = 0.05$ . So  $H_0$ : Accepted and  $H_a$ : rejected. That is, in post test 3 there is no difference of self regulation development between male and female students in grade XI students of Bandar Lampung City High School after following narrative counseling. More clearly the results of the analysis of differences in the development of self-regulation between male and female students can be observed in the following table.

**Table 4.3**  
**Results of Difference Analysis of Self-Regulation Development**  
**between Male and Female Students at the XI High School Students of Bandarlampung**  
**High School after Following Narative Counseling**

Variation Source	Average		Difference Average	Sig. (2-tailed)	$\alpha$	Ket.
	Male	Female				
Post Test 1	202.95	200.73	2.22	.423	0.05	There is no difference
Post Test 2	199.62	199.10	0.52	.862	0.05	There is no difference
Post Test 3	198.92	199.19	0.27	.935	0.05	There is no difference

#### 4. DISCUSSION

Hypothesis test results showed that both the post test 1, 2, and post test 3  $H_0$  accepted and  $H_a$  rejected. That is, there is no difference in self-regulation development between male and female students in grade XI students of Bandarlampung City High School after following narrative counseling. Isarat actually already appear on the difference between the average score of male and female students in tests 1, 2, or 3 tests in sequence of 2.22, 0.52, and 0.27.

The fact of this study means that the effectiveness of narrative counseling intervention in developing self-regulation of students is not related to gender variables. Even the correlation coefficient between the self-regulation of male and female students is only -.087. That is, there is a tendency to change the self-regulation towards a very small negative when the intervention of narrative counseling takes gender into account. Therefore, the intervention of narrative counseling in the development of self-regulation of students is considered not to consider the gender side.

In terms of self-regulation, the results of this analysis can be understood because conceptually the development of self-regulation is not directly related to the gender system. For Hoyle (2010, pp. 9) self-regulation is an individual's natural response to show the difference between expectations and reality as individuals perceive, involving cognition or behavior, and is almost always influenced by both internal and external influences. Internal influences are the character traits from birth and external influences that are part of the parenting pattern and also the environment that gives the individual learn to give a big influence in responding to the form of expectations and accept the real fact.

Thus gender becomes the basis for various aspects of human beings, but not forever for the development of self-regulation. If Zaduqisti, E. (2009, p3) argues that gender is a basis for the beginning of the different contributions that seem to apply to aspects other than regulation self.

From the side of narrative counseling, in fact technical narrative counseling is not influenced by gender bias. Narrative counseling views human beings as thinking based on rational decisions based on rigorous and intense reasoning and discussion. Moreover narrative narrative or narrative counseling as the basic basis of human communication (Fisher, Walter R, 1984, pp. 347-367). That is, gender differences are not a problem in narrative counseling.

The various views above reinforce the results of the analysis of differences in the effectiveness of narrative counseling in developing self-regulation of students that there is no difference in the development of self-regulation between male students and girls in grade XI students Bandarlampung High School after following the narrative counseling.

## 5. Conclusion

There is a change of self-regulation of female and male students but there is no significant difference between the self-regulation of women and men after being given narrative counseling services.

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