IJRiCE
http://ppsfip.ppj.unp.ac.id

International Journal of Research in Counseling and Education
Volume 09 Number 01 2025
ISSN: Print 1412-9760 – Online 2541-5948
DOI: https://doi.org/10.24036/00707za0002

Symbolic Modeling Counseling Based on Alam Takambang Jadi Guru to Enhance University Students' Self-Regulated Learning

Hafiz Hidayat[1*], Puji Gusri Handayani [2], Irwan Prayitno [3], Ismira Ismira [4], Al Shaffaat Ronvy[5]
[1, 4] Program Master of Elementary Education, Universitas Adzkia, Indonesia
[2] Departement of Guidance and Counseling, Faculty Education, Universitas Negeri Padang, Indonesia
[3] Department of Economics, Universitas Muhammadiyah Jakarta, Indonesia
[5] Department of Special Education, Universitas Azkia, Indonesia
*Corresponding author, e-mail: hafizhidayat@adzkia.ac.id

Abstract
Many university students exhibit low self-regulated learning, which contributes to various academic challenges. Overcoming this, in this study, the use *alam takambang jadi guru* as a cultural philosophy has its strength in increasing self-regulated learning. This study aims to test the effectiveness of symbolic modeling with *alam takambang jadi guru* to improve university students' self-regulated learning. The research was carried out experimentally using a single-subject design. The design used is a baseline–intervention–maintenance approach. The population in this study consists of university students selected using the purposive sampling technique, specifically three individuals who exhibit low self-regulation. The instrument used in this research is a self-regulated learning scale with high reliability and validity. The intervention will be conducted in six sessions, utilizing video media as a symbol. The results of this study showed that the intervention had an effect, with a steady increase in understanding and application that was self-regulated by the students at their university. Thus, university students' cultural understanding contributed to improvements in self-regulated learning through increased cognitive, motivational, and behavioral knowledge. The conclusions of these findings can be used as a basis for counselors to apply and adopt this technique. Counselors can use this technique by using a group format to reach a large number of university students.

Keywords: Counseling, Symbolic Modeling, Self-regulated Learning, University Students, *Alam Takambang Jadi Guru*

How to Cite: Hidayat, H. Handayani, P.G Prayitno, I. Ismira, I. Ronvy, A.S. 2025. Symbolic Modeling Counseling Based on Alam Takambang Jadi Guru to Enhance University Students' Self-Regulated Learning. *International Journal of Research in Counseling and Education*, 9 (1): pp. 1-12, DOI: 10.24036/00707za0002

Introduction

Education in higher education will not be separated from the academic achievements of students in university (Alyahyan & Düştegör, 2020). Academic achievement is one of the benchmarks of a person's success in the academic world (Abuhassna et al., 2020). Academic achievement, both at the elementary and advanced levels, is an issue that is always considered necessary in the world of education (Wilder, 2023). Students who have high academic achievement also tend to have a solid competitive motivation compared to students with low achievement (Liu, 2021). The abilities involved in academic achievement include the cognitive realm (Hussein et al., 2023). However, various studies show that at this time students' academic performance has decreased both globally and nationally. The impact of this decline is the low academic achievement of individuals which is a major challenge in learning in the campus environment (Saleem et al., 2022). The decline in academic achievement, according to Perspectives on Psychological Science is often related to the ability to manage time, procrastination, low self-regulated learning, and students who are less actively involved in the learning process (Alyahyan & Düştegör, 2020; Estévez et al., 2021; Shurygin & Krasnova, 2016). Then, psychosocial factors such as academic stress, anxiety, and environmental stress can worsen the situation (Alizamar et al., 2018; Maruta et al., 2021). In line with this, the lack of strategies for independent learning and intrinsic motivation in students contributes significantly to the decline in academic performance (Liu et al., 2020).

Research by Aisyah (2017); Pamungkas & Prakoso (2020) shows that self-regulated learning is related to academic achievement. The same thing is also proven by (Hidayat & Handayani, 2018), which shows that self-regulated learning has a positive effect on learning outcomes. According to Wang (2004), students with high self-regulated learning are those who actively direct their energy, cognition, and behavior in the learning process (Eladl & Polpol, 2020). Students with high self-regulated learning actively direct their energy, cognition, and behavior in the learning process.

Theoretically, the ability to regulate oneself in learning has developed well in adolescence (Gajda et al., 2022). However, self-regulated learning for students presents several challenges (Yot-Domínguez & Marcelo, 2017). This problem causes high student stress levels (Pascoe et al., 2020). Students with low self-regulated learning often fail to set goals and create study plans (Chou & Zou, 2020). They do not execute the memorization strategy effectively or conduct self-evaluation in their learning (Tokan & Imakulata, 2019).

Additionally, students often fail to organize and transform knowledge, review materials, or manage the learning environment to create a comfortable learning environment (Karpov, 2017). Low self-regulated learning can also be indicated by inactivity in seeking information, difficulty asking for help in learning, laziness in taking notes, and often difficulty generating ideas when involved in a discussion (Priyambodo, 2018). The phenomenon of low self-regulated learning among students requires special attention. Results from Irma Alfina (2014) showed that as many as 41.7% of students exhibited low self-regulated learning. Then, self-regulated learning students are in the medium category (Hidayat et al., 2022). This is also supported by research. According to Stanton et al. (2021), many students still engage in learning activities without planning, monitoring, controlling, and evaluating their learning. As a result, they prefer to procrastinate on assignments, complete them perfunctorily, collect lecture assignments on time, study using the overnight speed system "SKS" in preparation for mid-term tests and final tests, and often arrive late for lectures.

The next phenomenon that occurs in students is the graduation of the place of time. Graduating on time is one of the indicators of student success in obtaining a bachelor's degree (Weatherton & Schussler, 2021). Students are considered to graduate on time if they complete their studies at a university within four years or less, while those who take more than four years are considered not to graduate on time. In practice, students cannot always complete their studies within four years. Research (Mulia & Muanas, 2021) indicates that 73% of students who graduate late have a poor or unsatisfactory GPA (Bowman & Holmes, 2018), and some may even drop out of college (Mabel & Britton, 2017). Davis research (Vaughan et al., 2017) identified a learning phenomenon in higher education: as many as 95% of 600 students admitted to cheating, with the frequency of cheating more than five times higher than expected. Then, according to Wolters & Brady (2020), university students who have increased opportunities and demands to participate in non-academic activities (e.g., social and work) are likely to undermine their academic success and well-being. This opinion is supported by research from Muluk (2017), which revealed that working part-time allows some students to complete their studies over a longer period. In addition to the learning phenomenon, the phenomenon of dropout (DO) among students also needs to be considered. In Indonesia, around 7% of students from both public and private universities experience DO (Dropout or resignation/quit from lecture institutions) each year. The Department of Education has the third-highest number of DO students (Statistik Perguruan Tinggi 2020). This phenomenon suggests that many university students still lack the ability and skills to regulate themselves effectively in their studies, which may contribute to their low academic achievement (IP). Students in the adolescent phase should, theoretically, have developed good self-regulated learning skills as individuals.

Based on this phenomenon, efforts are needed to intervene in students who experience problems with self-regulated learning to achieve optimal results in the guidance and counseling service program. The symbolic modeling technique was chosen to improve self-regulated learning. It presents concrete experiences that are then reflected on and transformed into knowledge. The symbolic modeling referred to in this study encompasses the local wisdom culture of Minangkabau farmers, namely "*alam takambang jadi guru*". The advantages of this symbolic modeling are compared to those of other techniques that have been tested previously. Symbolic modeling can be obtained through TV media, images, videos, stories, posters, and films (Bandura, 1971), allowing students to imitate the way of thinking and behavior displayed in the media. By observing the behavior of others, students are motivated to behave in a certain way because they expect the consequences that will result. So it can be interpreted that through this symbolic modeling technique, the individual will be brought into the world of abstraction which will then attract the individual to reflect, reflect, criticize and revise the individual's own experiences related to the world presented in symbolic modeling (Basuki aet al., 2021; Jamal & Astuti, 2020).

The selection of the *pepatah-petitih* was carried out due to the reality in the field, especially in the Minangkabau area, where the guidance and counseling process in higher education has not effectively conveyed and embodied the values contained in the *pepatah-petitih* that are required to be meaningful. The values of Minangkabau *pepatah-petitih* contribute to counseling. This study has not been discussed by other researchers, especially in the context of *alam takambang jadi guru*, which requires clarification and has a relationship with self-regulated learning (Satria & Sahayu, 2022).

Furthermore, this study has the following hypotheses: (Ha) "There is a difference in self-regulated learning before and after treatment." On the other hand, (Ho) stated that "there is no difference in self-regulated learning before and after treatment. Based on the results of this study, it can serve as a reference for counselors in universities to develop effective counseling service programs. Guidance and counseling programs encompass personal, social, learning, and career fields integrated with Minangkabau culture, especially *alam takambang jadi guru*. As much as possible to the needs and tasks of development to justify themselves as a productive, prosperous, and helpful person for themselves and other human beings, according to the meaning *alam takambang jadi guru*, the obligation to learn throughout life and meaningful nature with all its contents.

Method

Design Analysis

The design of this study uses a quantitative method with an experimental design. To control and manipulate the conditions of focus in the study, provide intervention, and measure the resulting difference (Cohen et al., 2018), the experimental research design used in this study is a single-subject design. This design was used to determine the effectiveness of symbolic modeling counseling with Minangkabau Infants in improving students' self-regulated learning. The form of single-subject design used in this study is the A-B-maintenance design, also known as the Baseline (A)– intervention (B)- maintenance Design. The form of the A-B-Maintenance design can be seen in the following Figure 1.

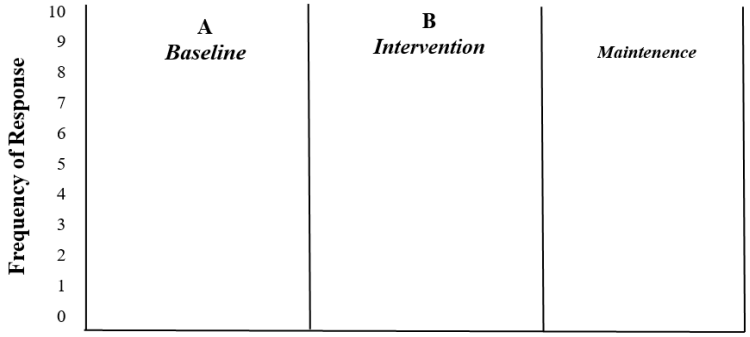

Figure 1. Basic Framework of A-B Maintenence Design

Population and sample

The research subjects are three UIN Mahmud Yunus Batusangkar students from Tanah Datar Regency. The stone cage is known as "*Luhak Nan Tuo,*" or the oldest place in West Sumatra and the ancestral home of the West Sumatran people. The subject-taking technique in this study uses purposive sampling, namely sampling based on the purpose of the research, namely: (1) Guidance and Counseling students of UIN Mahmud Yunus Batusangkar come from a Minangkabau cultural background, (2) Students have low self-regulated-learning-measurement-scores-, scores, (3) are willing to follow the counseling process from start to finish.

Instrument of research

The instruments used in this study are (1) treatment or intervention material instruments. (2) Data collection instruments, namely "Self-regulated Learning Modification Scales", using Zimmermen's Theory as a guide to making instrument grids. After that, a judgment was made by three experts who were then tested. For the self-regulated scale, the validity test uses corrected total correlation items with a criterion of ≤0.05, meaning that the problem with a coefficient of less than 0.05 is declared valid. The reliability test for this instrument employs the Cronbach's alpha method. From the calculation results, a Cronbach's Alpha of 0.909 was obtained, which exceeds 0.8, indicating that this instrument is reliable.

Data Analysis

The data analysis in this study uses a visual graphic examination method. Individual analysis is obtained by visualizing the measurement results and describing them in graphs, showing each measurement result for the baseline stage, intervention, and maintenance for each research subject. Data is processed with the Excel application.

Result and Discussion

The researcher provides self-regulated learning scale instruments and symbolic modeling counseling techniques rooted in Minangkabau culture to help students understand and assess their self-regulated learning level. The measurement and treatment process to improve student self-regulated learning is carried out in three stages: the baseline stage, the intervention stage, and the maintenance stage. All stages of measurement and treatment can be described in an individual analysis.

Each stage lasts three at the baseline stage, six at the intervention stage, where the measurements are carried out in the 4, 5, 6, 7, 8, and counseling sessions, and three at the maintenance stage.

SA Subject

Table 1 and Figure 1 illustrate the results of measuring the understanding of the values of the SA subjects, as obtained from the instruments administered, spanning the baseline, intervention, and maintenance stages.

- **Table 1.** SA Subject Measurement Results

Stage	Session	P1	P2	P3	P4	P5	P6
Baseline	1	12	12	13	14	14	12
	2	13	13	12	13	14	13
	3	13	12	12	13	13	14
	Mean	**12,67**	**12,33**	**12,33**	**13,33**	**13,67**	**13,00**
Intervention	1	15	15	15	15	17	17
	2	15	16	15	16	17	17
	3	16	16	16	16	18	18
	4	18	17	17	17	17	18
	5	18	17	17	17	18	19
	6	19	19	19	19	20	20
	Mean	**16,83**	**16,83**	**16,50**	**16,67**	**17,83**	**18,17**
Maintenance	1	22	22	23	23	23	23
	2	23	22	22	22	23	24
	3	22	22	23	23	24	23
	Mean	**22,33**	**22,00**	**22,67**	**22,67**	**23,33**	**23,33**

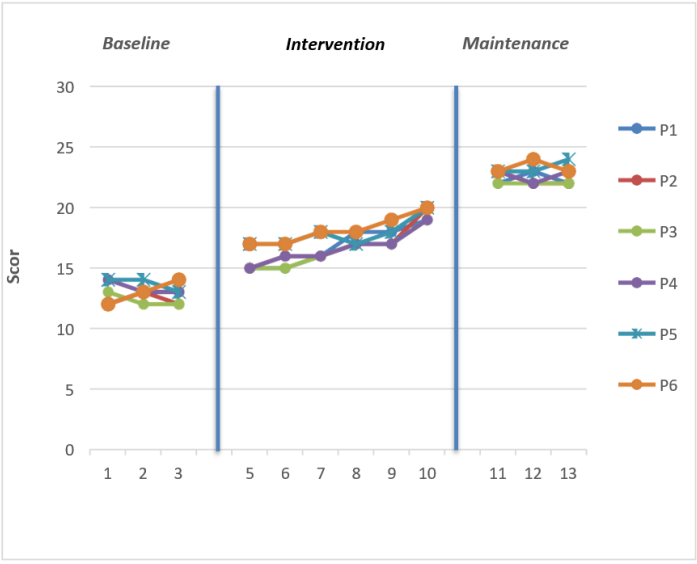

Figure 2. Overall SA Phase Data

Based on Table 1 and Figure 1, at the baseline stage throughout three sessions, all data points *alam takambang jadi* teachers from P1-P6 of SA subjects tend to be stable and low in the data range of points 10 to 15. SA subjects have been unable to apply the values of *alam takambang jadi guru* in daily life, especially in learning. There is a decline in the trend of understanding values *alam takambang jadi guru* during the baseline stage, with a central tendency of 13.67 in P5, which is still in the low category. This shows that understanding the values *alam takambang jadi guru* SA subject needs to be improved. Therefore, after the third session of the baseline stage, the researcher began intervening on the SA subject.

At the intervention stage, there is no latency, which means that the symbolic modeling counseling is charged *alam takambang jadi guru* directly influences improving the understanding of values *alam takambang jadi guru,* which is marked by an increase in SA measurement point data, there is an increase in the level in a better direction by 2 to 3 points from the data at the end of the baseline stage measurement. The increase in the level affects the change from the low category to the medium category. During the intervention phase, the data points continued to increase until the end of 19 and 20.

At this intervention stage, the trend of understanding Minangkabau cultural values among students from P1 to P6 increased slowly but steadily, with the highest central tendency of 18.17 in P6. The final point of measurement data at the intervention stage is 20; as seen in P5 and P6, there is an increase in level in a better direction. This pattern shows the direct effect of change when the intervention is implemented; the understanding of the values of *alam takambang jadi guru* SA subjects has increased. Furthermore, the SA subject entered the maintenance stage without intervention. The initial point data for measuring the maintenance stage across three sessions increased the number of data points to 24 in P5, with a central tendency of 23.33. There was no overlap of data between the baseline level and the intervention level. This pattern shows that previous interventions have influenced the improvement of understanding of the values of *alam takambang jadi guru* from P1-P6 on SA.

AT Subject

Table 2 and Graph 2 illustrate the results of measuring the understanding of the values of the AT subjects, as obtained from the given instruments, across the baseline, intervention, and maintenance stages.

Table 2. AT Subject Measurement Results

Stage	Session	P1	P2	P3	P4	P5	P6
Baseline	1	12	13	12	12	13	12
	2	12	13	13	12	14	13
	3	12	13	12	13	13	14
	Mean	**12,00**	**13,00**	**12,33**	**12,33**	**13,33**	**13,00**
Intervention	1	15	16	15	16	16	18
	2	16	15	15	17	17	17
	3	17	16	16	17	17	18
	4	17	17	17	18	18	18
	5	19	18	17	18	19	20
	6	19	19	19	21	19	21
	Mean	**17,17**	**16,85**	**16,50**	**17,83**	**17,67**	**18,67**
Maintenance	1	23	24	22	22	22	23
	2	23	24	22	23	23	24
	3	23	24	22	23	24	24
	Mean	**23,00**	**24,00**	**22,00**	**22,67**	**23,00**	**23,67**

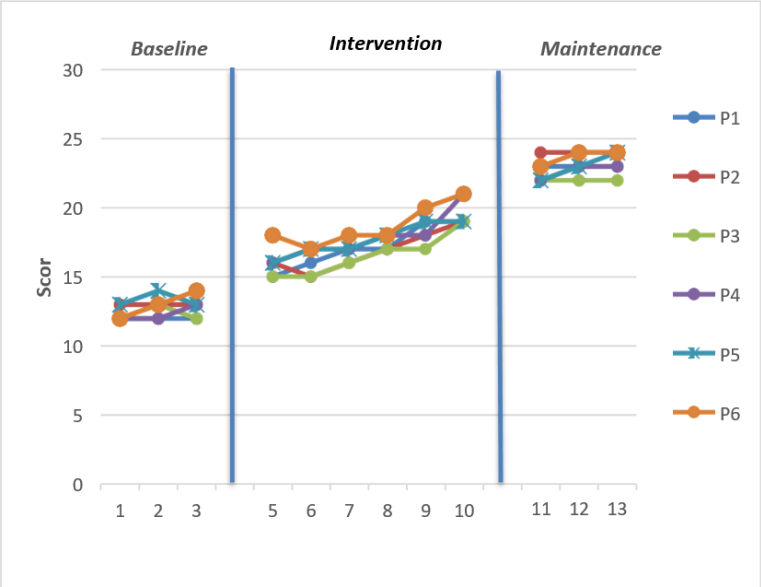

Figure 3. Overall Data of AT Subject Phase

Based on Table 2 and Figure 2, at the baseline stage throughout three sessions, all the data points the values *alam takambang jadi guru* from P1-P6, the AT subjects tend to be stable low level, in the data range of 10 to 15 points. AT subjects have been unable to apply the values of *alam takambang jadi guru* in daily life, especially in learning. There was a decline in the trend direction of value understanding during the baseline stage, with a central tendency of 12.00 in P1, which is still in the low category. This shows that understanding the values of *alam takambang jadi guru* AT subject needs to be improved. Therefore, after the third session of the baseline stage, the researcher began to intervene in the AT subject.

At the intervention stage, carried out for six sessions, there was no latency, which means that the symbolic modeling counseling was charged *alam takambang jadi guru* directly influences improving the understanding of values *alam takambang jadi guru,* which is marked by an increase in the AT measurement point data, the occurrence of an increase in the level in a better direction by 2 to 4 points from the date of the final point of the baseline stage measurement. The increase in the level affects the change from the low category to the medium category. During the intervention stage, the data points continued to increase until the highest final point data of the intervention stage became 21, as seen in P4 and P6.

At this intervention stage, the trend of understanding Minangkabau cultural values in P1-P6 increased gradually, with the highest central tendency of 18.67 in P6. The final point of measurement data at the intervention stage showed an increase in the level in a better direction by 5 points. This pattern illustrates the direct effect of the change when the intervention is implemented; the understanding of the values of *alam takambang jadi guru* AT subjects has increased.

Furthermore, the AT subject entered the maintenance stage without intervention. The initial point data for the measurement of the maintenance stage increased until the final session of the maintenance stage, when it reached 24, with a central tendency of 24.00 observed in P2. There was no overlap of data between the baseline level and the intervention level. This pattern suggests that previous interventions have influenced the increasing understanding of values of *alam takambang jadi guru* AT subject.

RAC Subject

Table 3 and Figure 3 illustrate the results of measuring the understanding of the values of RAC subjects, obtained from the instruments administered at the baseline, intervention, and maintenance stages.

Table 3. RAC Subject Measurement Results

Stage	Session	P1	P2	P3	P4	P5	P6
Baseline	1	13	13	13	12	13	14
	2	14	14	12	12	12	13
	3	13	13	13	13	13	14
	Mean	**13,33**	**13,33**	**12,67**	**12,33**	**12,33**	**13,67**

Intervention	1	16	16	15	16	16	16
	2	16	17	17	17	17	17
	3	17	17	18	17	17	17
	4	18	16	19	18	18	16
	5	19	18	20	18	18	18
	6	20	21	21	20	20	21
	Mean	**17,67**	**17,50**	**18,33**	**17,67**	**17,67**	**17,50**
Maintenance	1	23	23	23	24	24	23
	2	23	23	23	23	23	24
	3	24	24	23	23	23	25
	Mean	**23,33**	**23,33**	**23,33**	**23,33**	**23,33**	**24,00**

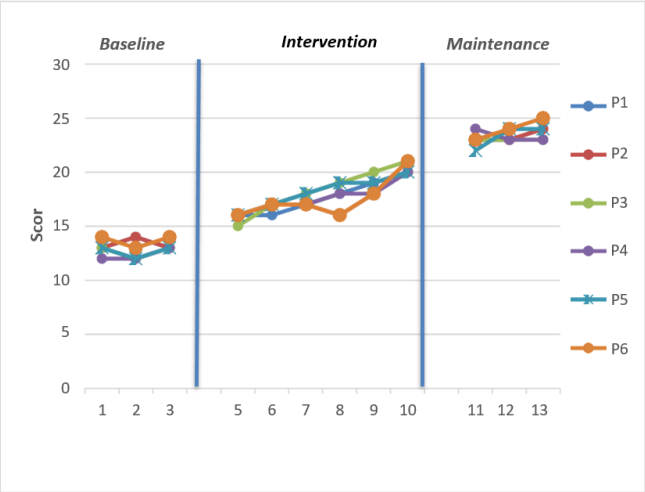

Figure 4. RAC Subject Phase Overall Data

Based on Table 3 and Figure 3, at the baseline stage throughout three sessions, all data points the values *alam takambang jadi guru* From P1-P6, RAC subjects tend to be stable low, in the data range of 10 to 15 points. RAC subjects have been unable to apply the values of *alam takambang jadi guru* in daily life, especially in learning. There was a decrease in the trend direction of value understanding during the baseline stage, with a central tendency of 12.33 in P3, which is still in the low category. This shows that the knowledge of the values *of alam takambang jadi guru* RAC subjects needs to be improved. Therefore, after the third session of the baseline stage, the researcher began to intervene in RAC subjects. At the intervention stage, there is no latency; this means that Symbolic Modeling Counseling *alam takambang jadi guru* directly influences improving understanding *alam takambang jadi guru,* which was marked by an increase in the data of the initial point of RAC measurement to 16 points in P1-P6. Level up in a better direction from the final point data of the baseline stage measurement. The increase in the level affects the change from the low category to the medium category. During the intervention stage, the number of data points increased to 21 in P2, P3, and P6 by the end.

At this intervention stage, the trend direction of understanding values *alam takambang jadi guru* in P1-P6 increased slowly but surely, with the highest central tendency of 18.33 in P3. The data at the end of the measurement at the intervention stage showed an increase in the level in a better direction by 3 points. This pattern illustrates the direct effect of the change when the intervention is implemented, showing an increase in the understanding of the values of RAC subjects.

Furthermore, RAC subjects entered the maintenance stage for three sessions; no intervention was given. The initial point data for measuring the maintenance stage data points increased and occurred until the end of the session, with the highest central tendency of 24.00 in P6. There was no overlap of data between the baseline level and the intervention level. This pattern shows that previous interventions influence the understanding of the values of *alam takambang jadi guru* RAC subject.

Success factors of symbolic modeling technique counseling *alam takambang jadi guru* To improve self-regulated learning, students are also influenced by students self-awareness of the need to learn. (DeMink-Carthew, Netcoh, and

Farber 2020). Counseling on symbolic modeling techniques with a charge *alam takambang jadi guru* will change students' thinking that learning is necessary (James & Williams, 2017).

This is because culture is one of the factors that affect self-regulated learning. (Zimmerman and Schunk 2012). Indirectly, the culture encourages individuals to continue learning about adaptation, as humans are social creatures (Damayanti, 2019). The Minangkabau people are a traditional group that follows the guidelines of the Minangkabau people. Wherever they are, they must follow all the rules in that place (Wulandari et al., 2018). The values contained in Minangkabau culture, especially *alam takambang jadi guru,* can be classified into learning fields and include aspects of student independence competency standards to help improve self-regulated learning.

In addition, the values of the Minangkabau *papatah-petitih* also significantly contribute to the increase of self-regulation. Uncovering the meaning of *alam takambang jadi guru* is a must for the Minangkabau people and the people of West Sumatra. This necessity becomes essential when we want to take advantage of the meaning *alam takambang jadi guru* as a Minangkabau culture that can not only be said but can learn the meaning of the saying and apply it in daily life both in professional life and life as a member of society (Osman, Asri, and Shaik Hussain 2021). As a proverb in Minangkabau *alam takambang jadi guru, it has a double meaning: the* obligation to learn throughout life and means nature with all its contents. The following is a description of each of the things in question: implies the responsibility to learn throughout life, and (b) the developed nature is the grace of Allah SWT (Awang Lah et al. 2024). As a proverb in Minangkabau *alam takambang jadi guru, it has a double meaning: the* obligation to learn throughout life and means nature with all its contents. The following describes each of the things in question: the obligation to learn throughout life and (b) the developed nature, which is the grace of Allah SWT. This is reflected in the following Minangkabau proverb:

"Panakiak pisau sirawik,

Ambiak galah batang lintabuang

Silodang ambiak ka niru

Nan satitiak jadikan lauik

Nan sakapa jadikan gunuang

Alam takambang jadi guru"

(Satria and Sahayu 2022)

The above saying means that humans should be able to read, investigate, and learn what exists in nature as a place to learn. Humans must be wise in knowing what nature provides (Marni & Eliza, 2020). In people's lives, many professions should utilize Minangkabau culture, such as alam takambang, as a tool or intermediary in carrying out their duties. Counselors, for example, can use environmental teaching to reinforce the theories they give to individuals (Pratiwi et al., 2024). In teaching, *alam takambang jadi guru* It is hoped that they can take advantage of anything around children, adolescents, or adults to become examples and practices in developing the science being studied. Counselors can motivate their clients to be more active in learning by examining examples of other people's successes, helping them overcome the crisis of their worldly life that they are experiencing. Meanwhile, in daily life, it is an awareness of the meaning of lifelong learning, namely, learning at any time and in any place. Utilizing Minangkabau culture in daily life is helpful as learning material and material for contemplating the meaning of life it self.

Table 4. Correlation *Alam Takambang jadi Guru* with Self Regulated Learning

Principles of Self-Regulated Learning	**Correlation with Philosophy *Alam Takambang Jadi Guru***
Independent study	Nature does not teach directly. Students must actively search, observe, and reflect on the meaning of each phenomenon to achieve deep learning.
Self-reflection and evaluation	In Minangkabau culture, children are taught to analyze behavior and learn from the experiences of others, which are then used as a basis for evaluation. They are encouraged to take what is good and discard what is bad, adhering to the principles of *adat basandi syarak, syarak basandi kitabullah*.
Internal motivation	The philosophy of "nature as a teacher" instills the value of continuous learning throughout life, not just for its own sake, but also for the wisdom it brings and as a guiding principle for life.
Adaptation and flexibility of learning strategies	Nature demonstrates that conditions are always in a state of flux. Students who learn from nature will be better prepared to adjust their learning strategies according to their needs. Take something from

	nature that is certainly useful and encourages individuals to become lifelong learners.
Contextual learning	Nature as a teacher teaches that knowledge does not always come from books. Real experiences are more powerful in shaping understanding and skills; this aligns with the concept of learning that is meaningful, Mindful, and Joyful.

(Gonzalez 2013; Satria & Sahayu 2022)

Alam takambang jadi guru If viewed from the process as an effort to develop self-regulated learning, students can be seen from one of the indicators, task analysis. The task analysis in question is how students prepare, create, and evaluate the assignments given by the lecturer. The community learning system as a background for building education in higher education is undeniable that students have innate changes, both intentional and unintentional (Sayuti, 2020). Usually, people look for a way out of their life problems. This is the form of educators that is often revealed in *alam takambang jadi guru* (Nengsi & Eliza, 2019). To achieve an increase in task analysis in self-regulated learning, every event in nature is viewed as a learning process. This is in accordance with the results of symbolic modeling counseling research on various psychological problems of students. Among them, *symbolic* modeling research developed by Jamal & Astuti, (2020) which emphasizes *symbolic* modeling by using video to reduce bullying behavior in students. Then, Ulfa et al. (2020) proved that *symbolic* modeling with a group guidance format can increase student motivation. Furthermore, the research results of Rizal et al. (2019) demonstrate that group counseling services incorporating symbolic modeling techniques have a positive influence on improving discipline. Then, Basuki et al. (2021) showed that *symbolic* modeling can increase motivation to achieve.

Conclusion

Based on the research results, it can be concluded that symbolic modeling with the theme *"alam takambang jadi guru"* can improve students' self-regulated learning. This explains that Minangkabau culture can enhance students' self-understanding and self-awareness, enabling them to regulate themselves in learning through symbolic modeling. Symbolic modeling counseling is rich in taboo, which can significantly improve students' self-regulated learning, a key factor in success. Based on the results of the research, the following suggestions can be conveyed: 1) Symbolic modeling counseling with natural *charges so that teachers* can be applied to improve self-regulated learning, 2) counselors create guidance and counseling service programs that are conditional with Minangkabau cultural values, 3) counselors can use symbolic modeling counseling with charges *alam takambang jadi guru* yang It is carried out in a group format

Acknowledgments

This research was carried out with the help of various parties, especially UIN Muhammad Yunus Batusangkar.

References

Abuhassna, Hassan, Waleed Mugahed Al-Rahmi, Noraffandy Yahya, Megat Aman Zahiri Megat Zakaria, Azlina Bt Mohd Kosnin, and Mohamad Darwish. 2020. "Development of a New Model on Utilizing Online Learning Platforms to Improve Students' Academic Achievements and Satisfaction." *International Journal of Educational Technology in Higher Education* 17(1). doi: 10.1186/s41239-020-00216-z.

Aisyah, Siti. 2017. "Jurnal Pendidikan Ilmu-Ilmu Sosial Strategy Self Regulated Learning Pada Mahasiswa Fakultas Psikologi Universitas Medan Area." 9(2):202–12.

Alizamar, Alizamar, Miftahul Fikri, and Afdal Afdal. 2018. "The Exploration of Young Prisoners Social Anxiety." (2016):121–25. doi: 10.29210/2018118.

Alyahyan, Eyman, and Dilek Düştegör. 2020. "Predicting Academic Success in Higher Education: Literature Review and Best Practices." *International Journal of Educational Technology in Higher Education* 17(1). doi: 10.1186/s41239-020-0177-7.

Awang Lah, Nor Aniswati, Khairul Anwar Mohamed Khaidzir, Mohamad Hanif Abdul Wahab, and Nasbahry Couto. 2024. "Malay-Minangkabau Vernacular Ornamentation: The Concept of 'Alam Takambang Jadi Guru.'" *Environment-Behaviour Proceedings Journal* 9(27):401–10. doi: 10.21834/e-bpj.v9i27.5714.

Bandura, Albert. 1971. *Social Learning Theory*. USA: Pretince-Hall, Inc.

Basuki, Tentrem, Dwi Yuwono Puji Sugiharto, and Muhammad Japar. 2021. "The Effectiveness of Psychoeducational Group with Symbolic Modeling and Bibliotherapy Techniques to Improve Career Decision Making Self-Efficacy of Junior High School Students." *Jurnal Bimbingan Konseling* 10(1):54–60. doi: 10.15294/jubk.v9i1.45483.

Chou, Chih Yueh, and Nian Bao Zou. 2020. "An Analysis of Internal and External Feedback in Self-Regulated Learning Activities Mediated by Self-Regulated Learning Tools and Open Learner Models." *International Journal of Educational Technology in Higher Education* 17(1). doi: 10.1186/s41239-020-00233-y.

Cohen, Louis, Lawrence Manion, and Keith Morrison. 2018. *Reseach Methode in Education*. New York: Taylor & Francis Group.

Damayanti, Welsi. 2019. "Nilai Budaya Dalam Peribahasa Minangkabau Berdasarkan Makna Merantau: Kajian Etnolinguistik." *Seminar Internasional Riksa Bahasa* 941–48.

DeMink-Carthew, Jessica, Steven Netcoh, and Katy Farber. 2020. "Exploring the Potential for Students to Develop Self-Awareness through Personalized Learning." *Journal of Educational Research* 113(3):165–76. doi: 10.1080/00220671.2020.1764467.

Eladl, Adel M., and Yousra S. Polpol. 2020. "The Effect of Self-Regulated Learning Strategies on Developing Creative Problem Solving and Academic Self-Efficacy Among Intellectually Superior High School Students." *International Journal of Psycho-Educational Sciences* | 9(1):97–106.

Estévez, Iris, Carolina Rodríguez-Llorente, Isabel Piñeiro, Rocío González-Suárez, and Antonio Valle. 2021. "School Engagement, Academic Achievement, and Self-Regulated Learning." *Sustainability (Switzerland)* 13(6). doi: 10.3390/su13063011.

Fasikhah, Siti Suminarti, and Siti Fatimah. 2013. "Self-Regulated Learning (Srl) Dalam Meningkatkan Prestasi Akademik Pada Mahasiswa." *Jurnal Ilmiah Psikologi Terapan* 01(01):145–55.

Gajda, Maja, Agnieszka Małkowska-Szkutnik, and Wojciech Rodzeń. 2022. "Self-Regulation in Adolescents: Polish Adaptation and Validation of the Self-Regulation Scale." *International Journal of Environmental Research and Public Health* 19(12). doi: 10.3390/ijerph19127432.

Gonzalez, Andrea Michelle. 2013. "Six Principles of Self-Regulated Learning : Developing Self-Regulated Language Learners." Brigham Young University.

Hidayat, Hafiz, Bambang Budi Wiyono, and Imanuel Hitipeuw. 2022. "The Phenomenon of Self-Regulated Learning of College in Following Offline and Hybrid Learning." 20(15):15–3242. doi: 10.14704/NQ.2022.20.15.NQ88318.

Hidayat, Hafiz, and Puji Gusri Handayani. 2018. "Self Regulated Learning (Study for Students Regular and Training)." *Jurnal Penelitian Bimbingan Dan Konseling* 3(1):50–59. doi: 10.30870/jpbk.v3i1.3196.

Hussein, Elham, Ashraf Kan'An, Abeer Rasheed, Yousef Alrashed, Malek Jdaitawi, Ahmed Abas, Sherin Mabrouk, and Mona Abdelmoneim. 2023. "Exploring the Impact of Gamification on Skill Development in Special Education: A Systematic Review." *Contemporary Educational Technology* 15(3). doi: 10.30935/cedtech/13335.

Irma Alfina. 2014. "Hubungan Self-Regulated Learning Dengan Prokrastinasi Akademik Pada Siswa Akselerasi." *Psikoborneo* 2(1):60–66.

Jamal, Jurana, and Budi Astuti. 2020. "The Effect of Symbolic Modeling Techniques Through Video Shows to Reduce Bullying Behavior of Students in Industrial Revolution 4.0." 397(Icliqe 2019):354–60. doi: 10.2991/assehr.k.200129.045.

James, Joan K., and Theresa Williams. 2017. "School-Based Experiential Outdoor Education: A Neglected Necessity." *Journal of Experiential Education* 40(1):58–71. doi: 10.1177/1053825916676190.

Karpov, Alexander O. 2017. "Education for Knowledge Society: Learning and Scientific Innovation Environment." *Journal of Social Studies Education Research* 8(3):201–14. doi: 10.17499/jsser.75084.

Liu, Woon Chia. 2021. "Implicit Theories of Intelligence and Achievement Goals: A Look at Students' Intrinsic Motivation and Achievement in Mathematics." *Frontiers in Psychology* 12(February). doi: 10.3389/fpsyg.2021.593715.

Liu, Yuan, Kit Tai Hau, Hongyun Liu, Jing Wu, Xiaofang Wang, and Xin Zheng. 2020. "Multiplicative Effect of Intrinsic and Extrinsic Motivation on Academic Performance: A Longitudinal Study of Chinese Students." *Journal of Personality* 88(3):584–95. doi: 10.1111/jopy.12512.

Mabel, Zachary, and Tolani A. Britton. 2017. "Leaving Late: Understanding the Extent and Predictors of College Late Departure." *The National Center for Education Statistics* (202):1–23.

Marni, Sofia, and Delfi Eliza. 2020. "Introduction to Nature of Minangkabau Culture With the Philosophy of Learning from the Nature Through Scientific Approach." 463:338–42. doi: 10.2991/assehr.k.200819.069.

Maruta, Natalya A., Marianna V Markova, Hanna M. Kozhyna, Tetiana A. Aliieva, Lyudmyla M. Yuryeva Tsira B. Abdryakhimova, Nataliia G. Pshuk, and Andrii M. Skrypnikov. 2021. "Psychological Factors and Consequences of Psychososial Stress During The Pandemic." *Wiadomości Lekarskie* 74(9):2175–81. doi: 10.36740/WLek202109126.

Mulia, Isnan, and Muanas Muanas. 2021. "Model Prediksi Kelulusan Mahasiswa Menggunakan Decision Tree C4.5 Dan Software Weka." *JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia)* 5(1):71. doi: 10.36339/jaspt.v5i1.417.

Muluk, Safrul. 2017. "Part-Time Job and Students' Academic Achievement." *Jurnal Ilmiah Peuradeun* 5(3):361. doi: 10.26811/peuradeun.v5i3.154.

Nengsi, Mutia Indra, and Delfi Eliza. 2019. "Pelaksanaan Pengembangan Karakter Peduli Lingkungan Bagi Anak Dalam Konteks Alam Takambang Jadi Guru." *Aulad : Journal on Early Childhood* 2(2):28–40. doi: 10.31004/aulad.v2i2.32.

Osman, Mohammad Sufiyan, Adilawati Asri, and Shaikh Azahar Shaik Hussain. 2021. "Falsafah Alam Takambang Jadi Guru Dalam Kearifan Tradisi Masyarakat Iban: Seni Tatu." *Asian People Journal (APJ)* 4(2):1–15. doi: 10.37231/apj.2021.4.2.268.

Pamungkas, Heni, and Albrian prakoso. 2020. "Self-Regulated Learning Bagi Mahasiswa: Pentingkah?" *Jurnal Pendidikan Ekonomi* 13(1):69–75. doi: 10.17977/um014v13i12020p069.

Pascoe, Michaela C., Sarah E. Hetrick, and Alexandra G. Parker. 2020. "The Impact of Stress on Students in Secondary School and Higher Education." *International Journal of Adolescence and Youth* 25(1):104–12. doi: 10.1080/02673843.2019.1596823.

Pratiwi, S. H., M. Kustati, R. Amelia, L. Anjona, and ... 2024. "Konsep Kepemimpinan Minangkabau." *Innovative: Journal Of …* 4:18469–81.

Priyambodo, A. B. 2018. "Penggunaan Strategi Self Management Untuk Meningkatkan Self Regulated Learning Pada Mahasiswa Baru Fakultas Psikologi Universitas Airlangga." *Jurnal Sains Psikologi* 7(2):1–16.

Rizal, Muhammad, Yovitha Yuliejantiningsih, and Tri Hartini. 2019. "Pengaruh Layanan Bimbingan Kelompok Dengan Teknik Modelling Simbolik Untuk Meningkatkan Kedisiplinan." *Indonesian Journal Of Educational Research and Review* 2(3):379. doi: 10.23887/ijerr.v2i3.22688.

Saleem, Farrukh, Abdullah Saad Al Malaise Al-Ghamdi, Madini O. Alassafi, and Saad Abdulla Alghamdi. 2022. "Machine Learning, Deep Learning, and Mathematical Models to Analyze Forecasting and Epidemiology of COVID-19: A Systematic Literature Review." *International Journal of Environmental Research and Public Health* 19(9). doi: 10.3390/ijerph19095099.

Satria, Dadi, and Wening Sahayu. 2022. "Alam Takambang Jadi Guru: Menelisik Falsafah Pendidikan Berbasis Kearifan Lokal Di Minangkabau." *Vokal: Jurnal Ilmiah Bahasa Dan Sastra Indonesia* 1(2):75–82. doi: 10.33830/vokal.v1i2.3160.

Sayuti, M. 2020. "Alam Takambang Jadikan Guru" (AJTG) Learning Model of Budaya Alam Minangkabau (BAM)." 485(Iclle):261–67. doi: 10.2991/assehr.k.201109.044.

Shurygin, Viktor Yurjevich, and Lyubov Alekseevna Krasnova. 2016. "Electronic Learning Courses as a Means to Activate Students' Independent Work in Studying Physics." *International Journal of Environmental and Science Education* 11(8):1743–51. doi: 10.12973/ijese.2016.551a.

Stanton, Julie Dangremond, Amanda J. Sebesta, and John Dunlosky. 2021. "Fostering Metacognition to Support Student Learning and Performance." *CBE Life Sciences Education* 20(2):1–7. doi: 10.1187/cbe.20-12-0289.

Tokan, Moses Kopong, and Mbing Maria Imakulata. 2019. "The Effect of Motivation and Learning Behaviour on Student Achievement." *South African Journal of Education* 39(1):1–8. doi: 10.15700/saje.v39n1a1510.

Ulfa, Nessia, Sri Hartini, Niken Susilowati, and Angung Budi Prabowo. 2020. "Upaya Meningkatkan Motivasi Berprestasi Melalui Bimbingan Kelompok Dengan Teknik Symbolic Modeling Pada Peserta Didik Kelas VIII SMP PGII 2 Bandung." *Prosiding Pendidikan Profesi Guru* 1074–84.

Vaughan, K. L., R. E. Vaughan, and J. M. Seeley. 2017. "Experiential Learning in Soil Science: Use of an Augmented Reality Sandbox." *Natural Sciences Education* 46(1):1–5. doi: 10.4195/nse2016.11.0031.

Wang, Chuang. 2004. "Self -Regulated Learning Strategies and Self-Efficacy Beliefs of Children Learning English as a Second Language." *ProQuest Dissertations and Theses* (1986):254.

Weatherton, Maryrose, and Elisabeth E. Schussler. 2021. "Success for All? A Call to Re-Examine How Student Success Is Defined in Higheeducation." *CBE Life Sciences Education* 20(1):1–13. doi: 10.1187/cbe.20-09-0223.

Wilder, S. 2023. "Effects of Parental Involvement on Academic Achievement: A Meta-Synthesis." *Mapping the Field* 66(3):137–57. doi: 10.4324/9781003403722-12.

Yot-Domínguez, Carmen, and Carlos Marcelo. 2017. "University Students' Self-Regulated Learning Using Digital Technologies." *International Journal of Educational Technology in Higher Education* 14(1). doi: 10.1186/s41239-017-0076-8.

Zimmerman, Barry J., and Dale H. Schunk. 2012. *Models of Self-Regulated Learning and Academic Achievement*.