RINGKASAN BUKTI KORESPONDENSI

Judul artikel	:	Creative Cognitive-Behavior Counseling Model (CCBCM): Strategy to Improve Self-Regulated Learning of the Student
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5.	Lampiran 5	:	Artikel dinyatakan diterima pada tanggal 18 September 2020.
6.	Lampiran 6	:	Artikel pada akhirnya terbit pada tanggal 14 Februari 2021.

Lampiran 1

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Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>

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Amendments

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Introduction and Literature Review	Not satisfactory
Research Methods	Needs to be re-visited
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Discussion	Your analyses are not based on the research objectives, research questions nor research hypotheses.
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Creative Cognitive-Behavior Counseling Model (CCBCM): Strategy to Improve Self-Regulated Learning of the Student

Student academic achievement is one of the goals to be attained by every student. Students need to develop good self-regulated learning (SRL) to support the achievement of learning achievement. In this study, the aim is to create a strategy used by school counselors to develop SRL, namely the Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM is an integration of Cognitive Behavior Counseling (CBC) with creative art. The type of research used is research and development (RnD) by adapting the Borg and Gall formula which is limited to stages (1) problem identification; (2) formulation of a draft hypothetical model; (3) product feasibility testing by experts and practitioners; (4) product revision; (5) test product effectiveness. The instrument used in this study was a self-regulated learning scale (SRLS) and an expert and practitioner assessment sheet about product viability. The results from the study concluded that CCBCM was categorized as feasible to be applied by school counselors to develop students' SRL based on assessments by experts and practitioners. CCBCM can also be used effectively to improve students' self-regulated learning. The results from this study should form the basis of further research to identify the effectiveness of CCBCM for developing SRL.

Keywords: self-regulated learning, academic achievement, cognitive behaviour counselling, creative art, counselling strategy

INTRODUCTION

Character education that is emphasized in the era of the industrial revolution 4.0 is the school's emphasis on developing character strength in students. This character strength is a manifestation of the concept of positive psychology, in which a person needs to be seen from the good side rather than just seeing people from the bad side (Banicki, 2014; Niemiec & Wedding, 2014). Character strength possessed by students is believed and has been proven to support subjective well-being in adolescents (Gillham et al., 2011; Oliveira, Nunes, Legal, & Noronha, 2016; Yasmin, Natasha; Khan, 2017).

One of the strong characteristics that students need to have to navigate the challenge of this age is self-regulation (McGrath, 2015). Self-regulation character is behavior directed at the goals to be achieved by individuals, in which self-regulation has a relationship with self-control (Hofmann, Schmeichel, & Baddeley, 2012). Self-control is one small part of self-regulation (Hagger, Wood, Stiff, & Chatzisarantis, 2010; Hofmann et al., 2012). Self-control has a goal to set aside impulses that can reduce the chances of achieving the goal. Some examples of self-regulation itself are regulating self-behavior to achieve achievement, personal goals, and reduce individual problems. An individual's failure to develop self-regulation can trigger many social and mental problems (Heatherton & Wagner, 2011).

The character of self-regulation in the field of learning becomes an important variable that can facilitate students achieving academic achievement development (McClelland & Cameron, 2011; McClelland & Wanless, 2012; T. Vaughn, 2014). The concept of self-regulation in the field of learning is called Self-Regulated Learning (SRL). Students

develop the ability of SRL to support the learning process at school. SRL encourages student achievement (Cetin, 2015; Dent & Koenka, 2016; Wolters & Hussain, 2015).

However, SRL problems become one of the problems that still occur in students. The results of research on vocational high-school students in Yogyakarta concluded that 7% of students had very low SRL; 21% of students have low SRL; 42% of students have moderate SRL; 23% of students have high SRL; and 7% of students have extremely high SRL (Saputra, Da Costa, & Alhadi, 2018). The low condition of SRL on students has a negative impact if no intervention is given by those who have special competence, which in this case is the school counselor.

Low SRL hurts students. The impact of low SRL on students is the decrease in student academic achievement (Cetin, 2015). Besides, the low SRL also has an impact on the level of academic performance of students in the learning process at school (Keyser & Viljoen, 2015; Lucieer, Jonker, Visscher, Rikers, & Themmen, 2016). Other studies have concluded that low SRL has a broader impact, namely students' difficulties in achieving academic success (Bruso & Stefaniak, 2016; Sun, Xie, & Anderman, 2018).

Low SRL does not occur by itself but is caused by certain factors, namely the dysfunctional student's mind. Students who have a low SRL, tend to think dysfunctionally, so they cannot bring up a belief that can do learning independently and optimally (Bjork, Dunlosky, & Kornell, 2013). In other words, their dysfunctional thoughts are judgments about themselves that they are not able to complete a task with their abilities (Pajares, 2002).

Therefore, the intervention used to improve SRL is to implement Cognitive-Behavior Counseling (CBC). This counseling approach combines cognitive counseling with behavior, which assumes that the reorganization of mindset will have an impact on behavioral reorganization (Corey, 2018). The counselor seeks to identify the forms of student thought that cause low levels of SRL and help to turn them into more functional mindsets so that their SRL can improve.

Several studies have been carried out and to find out the influence of CBC to improve students' SRL. This is evidenced by research stating that ~~concluded that~~ the online Cognitive-Behavioral Counseling Model can be used to develop SRL middle school students (Nur Hidayah, 2013). However, not all students can access the use of online media and use it to the full (change the sentence). Therefore, CBC needs to be integrated with other elements to increase its effectiveness.

To strengthen the effectiveness of CBC, it needs to be combined with creative arts. Therefore, ~~So~~ in this research and development, the combination of creative arts with CBC is called the Creative Cognitive-Behavior Counseling Model (CCBCM). The CBC integration counseling model with creative arts requires counselors to be able to maximize their creativity and implement counseling services with many possibilities (Alhadi & Saputra, 2018). Creative art was chosen as an element that embodies the creativity of the counselor in providing counseling services to the counselee. Especially in the 21st century, it brings many new challenges and issues that make individual

counseling more important and prominent in our society (Gladding, 2011, 2016; C. M. Rosen & Atkins, 2014).

The integration of CBC with creative arts aims to achieve changes in behavior in the counselee (Meyer, 2018), which in this case is an increase in SRL. The integration of CBC with creative arts is expected to be an innovative counseling model and have a significant impact on behavioral changes in counselees (Alhadi & Saputra, 2018). CCBCM will provide counselee insights (such as writing or painting) and new ways of counseling that lead to changes in counselee behavior (Gladding, 2016).

CONTEXT AND REVIEW OF LITERATURE

Self-regulated learning

SRL is the ability of the human self to manage their learning patterns (Ormrod, Anderman, & Anderman, 2016). SRL has a complex process because it consists of cognitive, motivational, and contextual elements (de Boer, Donker-Bergstra, & Kostons, 2013). Metacognition is one of the processes that control this element and the basis of self-regulation in learning. Self-regulation in learning is a combination of skills (skills) and desires (will). Strategic learners are learners who learn to plan, control and evaluate their cognitive, motivational or affective, contextual behavior and processes (Mukhid, 1998). Learners who know how to learn are learners who motivate themselves, know their possibilities and limitations, control and regulate learning processes so that they are accustomed to their goals and context, are optimistic about performance and improve their skills through practice.

Students who can learn based on self-regulation compile a set of performance goals for themselves, give respect to themselves and make criticisms of themselves. A student is said to be able to regulate himself if his thoughts and actions are under his control and are not controlled by others or the environment around him. The definition of self-regulated learning according to Zimmerman includes several characteristics, namely, students are aware of their self-regulation process and how the process can be used to improve their academic achievement, students carry out the process of giving feedback to themselves during the learning process and monitor the effectiveness of learning methods or strategies. They have done, and have a motivational component (Rosen, Glennie, Dalton, Lennon, & Bozick, 2010).

Self-regulated learning is influenced by three main factors, namely self-efficacy, motivation and goals (Schunk, 2012). Self-efficacy refers to a person's beliefs about one's ability to learn or perform skills at a certain level. While motivation is something that moves the individual to the goal, with the hope of getting results from that level and the confidence to do it. Objectives are criteria used by individuals to monitor the progress of their learning. Of the many notions of self-regulated learning, there are proven components that are most important in contributing to student performance in the classroom, namely metacognitive, motivational, and behavioral (Pintrich & De Groot, 1990; Zimmerman, 1989).

CCBCM

The issue of counseling is currently a hot topic in the international world, including in Indonesia. This is none other than the cause is the emergence of various problem's both national and international problems. These problems become one of the stimuli of the decline of the development of adolescents today who are experiencing extreme moral degradation.

The importance of the existence of counseling itself sometimes does not make counseling sessions a fun activity for counselees. Even counselees will feel bored when dealing with counselors to conduct counseling sessions. One of the counseling factors becoming boring for counselees is that counselors rarely use creative and not multisensory tools (Jacobs, 1992). In other words, counselors often do conventional counseling. This method is often analogous to counseling that does not use creative tools. However, times are developing, if the counselor does not use creative tools in counseling it is feared that the counselor will slowly be left by the counselee. Creative aids in counseling many types, one of which is the current hot theme is creative arts (Gladding, 1992, 2011, 2016).

Counseling itself requires the creativity of the counselor to increase the effectiveness of counseling interventions given to counselees who have problems and make the counseling process not boring (Cole & Sarnoff, 1980; Gladding, 1992, 2011, 2016). Counselors are required to be able to appear creative when providing meaningful counseling services for counselees. This is not something easy but requires extra effort for the counselor to be able to appear as a creative counselor. Moreover, there is a myth ~~that says~~ saying that humans are born with two possibilities, namely humans are born with creativity and there are humans born without creativity (Plucker, Beghetto, & Dow, 2004).

There are several reasons the creative dimension on the counselor needs to be applied to the counseling process, including, in this case, CBC. Some reasons include (1) the counselor's main tool helps the counselee become more integrated (congruence); (2) giving individuals new energy and reinforcement for behavior change; (3) provide motivation for counselees to remain able to focus for the implementation of BK services; (4) making counseling services more artistic (counseling is an art); (5) creating a brand new sense of self in the counselee to recover from adversity; (6) the counselee can conceptualize and duplicate useful activities; (7) increase socialization and cooperation; and (8) increasing the counselee's understanding of multiculturalism (Gladding, 2016).

The integration of creative arts with CBC in this study is called CCBCM. Through the creation of CCBCM, students can symbolically explain and describe their inner and outer world, how they interpret it and how they feel the problems they experience. Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). This is proof that the integration of creative arts in Cognitive Behavior Counseling is important to do. CCBCM itself covers the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees

identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions.

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000). Therefore, participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

METHOD

Research design

This research is development research that aims to develop CCBCM as a counselor strategy to improve students' SRL. This research and development adapted the Borg and Gall pattern which is limited to five stages of research and development, namely (1) identification of the level of SRL behavior that is the basis of CCBCM development; (2) preparation of a hypothetical draft of CCBCM products to improve SRL; (3) an evaluation by one expert and one practitioner to assess the feasibility of the product that has been developed; (4) product revisions based on expert and practitioner ratings; (5) product effectiveness test (Borg & Gall, 1983). The trial design in this product uses a type of quasi-experimental research design that involves two groups, namely the experimental and control groups. In contrast to true experimental design, the experimental and control groups in the quasi-experimental research design were not randomly assigned. In the experimental group, CCBCM intervention was given and the control group was given conventional counseling intervention. The results of this study provide opportunities for other researchers and practitioners in schools to use CCBCM to improve students' SRL.

Data collection

The research instruments used consisted of two types. The first instrument is the SRL scale consisting of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, which was categorized as having a high level of reliability. The SRL scale instrument was developed by involving three aspects, namely metacognitive, motivationally, and behaviorally active participants (Zimmerman, 1990). The SRL scale is used to measure the level of SRL before and after students are given CCBCM interventions.

Tabel 1
SRL scale indicator

Aspect	Indicator
Metacognitive	Have a desire to understand the subject matter received.
	Analyzing the subject matter obtained.
Motivationally	Have a plan for learning programs
(Check the word)	Have the determination to carry out the learning schedule that was made

Behaviorally active participants	Having control in carrying out the learning schedule that is made
	Apply acquired knowledge

While the second instrument is an assessment sheet used by one expert and one practitioner (school counselor) to provide a feasibility assessment of the product being developed, namely CCBCM. The expert and practitioner evaluation sheets consist of 3 aspects, namely a general description of the product, product usability, and product accuracy. The assessment sheet for the product being developed also allows experts and practitioners to provide criticism and suggestions for the product being developed.

Subject of study

In the identification stage of the SRL profile, the population involved was 804 students of the Muhammadiyah Vocational Middle School in the city of Yogyakarta, mainly class XI. While the populations in this study were 415 students. The sampling technique used is stratified random sampling.

In the feasibility testing of the product being developed, it involves one expert and practitioner. The characteristics of the experts involved to assess the feasibility of this product are (1) having a background in scientific guidance and counseling; (2) has a map of research on counseling innovation; (3) experts in the area of SRL problems. While the characteristics of practitioners involved in this study are (1) having an educational background in guidance and counseling; (2) becoming a practitioner in guidance and counseling services in schools; (3) experts in dealing with student problems, especially SRL.

At the product, the effectiveness tests stage, the subjects involved in this study were students who had very low and low SRL rates. Research subjects involved in the effectiveness test amounted to 12 students who were divided into two groups, namely the experimental and control groups.

Research stages

There are several stages in the implementation of this research. First, identification of the student's SRL level was carried out by distributing instruments in the form of an SRL scale to students of SMK Muhammadiyah in the city of Yogyakarta, especially in class XI. So that the population involved in this study amounted to 804 students. The sampling technique used in this study was stratified random sampling, and the number of samples involved in this study was 415 students. Second, an initial draft of CCBCM was prepared to improve students' SRL. This draft was prepared concerning the problem characteristics of the students' SRL and also bases for the concept of CBC theory. Third, a feasibility assessment was conducted by experts and practitioners. The feasibility assessment of the product developed by involving an expert assessor, namely a lecturer from the Ahmad Dahlan University guidance and counseling study program with innovation and guidance counseling expertise. Besides, the assessment was also carried out by practitioners, namely one school counselor who has the expertise to provide counseling services to promote behavior change from counselees, primarily SRL. Fourth, make revisions to the criticisms and suggestions coming from experts and

practitioners. This was done to perfect the product being developed, namely CCBCM to improve students' SRL.

Data analysis technique

Research data analysis techniques using quantitative descriptive techniques with percentages. This data analysis was carried out to describe the SRL level of Muhammadiyah Vocational School students in Yogyakarta city, so that it would be known the percentage of students who had SRL levels in the very high, high, medium, low, and very low categories. Besides, the analysis of the inter-rater reliability (IRR) coefficients of Cohens' Kappa describes the level of feasibility of the product being developed, namely CCBCM to improve student SRL. As for the effectiveness test, the data analysis technique used is the Mann-Whitney U test. This data analysis technique is used to find out if there is a real difference between the average of two polls with the same distribution, through two independent samples taken from the two populations.

FINDINGS

The results of this research and development are abstracted into five main parts, namely (1) the student's SRL level; (2) hypothetical draft model; (3) the feasibility of a research product, namely CCBCM to improve students' SRL; (4) revision of the product being developed; (5) product effectiveness test, namely CCBCM to improve students' SRL.

The student's SRL level

The identification of SRL Muhammadiyah Vocational high-school students' level in Yogyakarta City, especially in class XI was done by involving 415 samples taken by stratified random sampling. After a descriptive statistical analysis using SPSS help software on the SRL level, the scores range for very low categories (74-110), low (102 This should be 111 or not-116), moderate (117-132), high (133-148), and very high (149 -165 ~~149 – 165~~).

Based on the recapitulation of SRL level measurements, it is known that SRL students are in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the SRL level indicate that there are still SRL problems experienced by students. The problem requires a solution. This study seeks to address these problems by developing CCBCM.

Hypothetical draft of CCBCM to enhance SRL

The hypothetical draft CCBCM was prepared as an initial product of the study. CBC which is integrated with creative arts is named Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. The overall model is illustrated in the following chart (Figure 1).

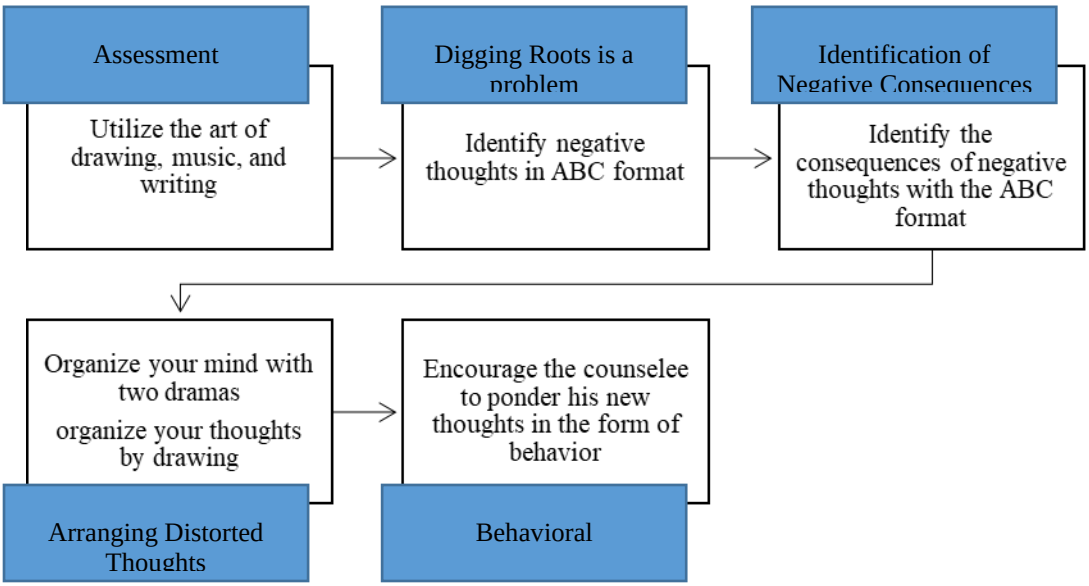

Figure 1
Creative cognitive behavior counseling model (CCBCM) What is ABC format?

Feasibility of research products

CCBCM consists of five stages. This stage guides the counselor to implement CCBCM in the effort of the counselor to help the counselee get out of his problem, in this case, the emphasis is on increasing SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset is also expected to encourage the counselee to change his behavior. The basic assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

Product viability is tested by carrying out assessments by experts and practitioners. The following table displays the results of the product feasibility assessment by experts and practitioners (Table 2).

Table 2
Results of expert and practitioner assessment of products

No	Aspek (Check the word)	Rata-Rata Nilai (Check the word)
1	Product overview	3,07
2	The accuracy of the product for developing SRL students	3,27
3	The usefulness of the product for counselors to develop SRL students	3,1 (Do you want to use comma ?) You need to be consistent throughout the

MS.

This assessment is specifically carried out by one expert (lecturer and researcher from the guidance and counseling study program) and one practitioner (guidance and counseling teacher at the Vocational School). The average assessment result of expert and practitioner assessors of the product is 3.18. To identify the feasibility of the product being developed using the inter-rater reliability (IRR) analysis of the Cohens' Kappa coefficient on the agreement of two assessors. Based on the analysis using SPSS software, the following results are obtained (Table 3).

Table 3
Analysis of the Cohens' Kappa coefficient

	Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig. (Need the full name)
Measure of Agreement Kappa	.612	.076	7.788	.000
N of Valid Cases				

Analysis of the inter-rater reliability (IRR) coefficient of Cohen's Kappa also shows inter-rater reliability that is K = 0.612 with the strong category. The value of Cohen's kappa coefficient means that there is a strong agreement between experts and practitioners regarding the feasibility of the product being developed. Asymp Std. Errors indicate standardized measurement errors, the smaller the magnitude of this coefficient, the more reliable the resulting measurement results. The significance value can be seen in the Approx column. Sig. Which is equal to 0,000. Because the significance value is smaller than the significance level used by 5% (0,000 <0.05), it is concluded that there is a significant agreement between experts and practitioners at a significance level of 5% for the product being developed.

Product Revision

The initial product that has been compiled, gets some criticism and suggestions from experts and practitioners who assess the CCBCM hypothetic draft to improve SRL. The criticisms and suggestions from experts and practitioners as well as the follow-up are outlined in table 4 below.

Table 4
Expert and practitioner recommendations

No	Expert	Practitioner	Follow-up
1	The operational phase of the CCBCM needs to be arranged more operational	There needs to be an operational implementation of the CCBCM	Operate every stage of CCBCM to develop self-regulated learning
2	The integration of CBC and creative arts needs to be sharpened	The relationship between CBC and creative arts needs to be clarified more clearly	Add a rational combination of CBC with creative arts
3	The ease of use of the product for users needs to be explained more	The ease of use of language should be noted	Readability test conducted by experts in

	operationally	the field of language
4	The use of other creative arts, such as poetry should be considered to strengthen CCBCM	Add one type of creative art, namely poetry combined with CBC

Test the effectiveness of the product

The next step is to test the effectiveness of the product. A product effectiveness test is conducted to empirically test the effectiveness of CCBCM to improve SRL. Before the treatment is carried out to measure the effectiveness of CCBCM, the first thing to do is to carry out a pretest to measure the student's SRL level before being given treatment at SMK Muhammadiyah 3 Yogyakarta.

Product trials, tested the effectiveness of CCBCM to improve student SRL. To test the effectiveness of the product, 12 students were selected who had the lowest SRL level and would be divided into two groups, where one group became a control group (given conventional counseling intervention), and one group became an experimental group (treated according to the product developed). The following result showed ~~will show~~ the experimental test table in the experimental group and the control group (Table 5).

Table 5
Experimental group student data

No	Name	Pre test		Post test	
		Score	Category		
1	KE 1	101	Very low	131	Medium
2	KE 2	100	Very low	130	Medium
3	KE 3	108	Low	139	Medium
4	KE 4	99	Very low	129	Medium
5	KE 5	110	Low	139	Medium
6	KE 6	109	Low	140	Medium

Tabel 6
Control group student data

No	Name	Pre test		Post test	
		Score	Category	Score	Category
1	KK 1	107	Low	111	Low
2	KK 2	110	Low	114	Low
3	KK 3	101	Very low	105	Low
4	KK 4	100	Very low	104	Low
5	KK 5	98	Very low	103	Low
6	KK 6	112	Low	116	Low

Based on tables 5 and 6 above, they were ~~it will be~~ analyzed using the Mann-Whitney U test. The following is the calculation output with the help (change the word) of the SPSS program.

Table 8 WHERE is Table 7
Ranks

	Strategy	N	Mean Rank	Sum of Ranks
SRL	CCBCM	6	9,50	57,00

	Conventional	6	3,50	21,00
	Total	12		

Table 8 shows that CCBCM interventions give higher average SRL learning ratings for students than students who are given conventional counseling intervention. This means that the SRL level of students is higher after being given CCBCM intervention than students who are given counseling interventions that are usually done by school counselors. This difference can be said to be significant if in the Mann-Whitney test, the Asymp. Sig (2-tailed) value is smaller than the alpha level of 0.05.

Table 9
Test Statistics

	SRL
Mann-Whitney U	,000
Wilcoxon W	21,000
Z	-2,887
Asymp. Sig. (2-tailed)	,004
Exact Sig. [2*(1-tailed Sig.)]	,002[b]

In table 9, the Asymp. Sig (2-tailed) value produces a value of 0.004, which is smaller than alpha 0.05, so it can be concluded that the average of the two groups is indeed significantly different. That is, CCBCM intervention becomes a more effective intervention model to improve the level of SRL of students than counseling that is commonly done by school counselors.

Most of the results has to be explain more in detail.

DISCUSSION

The findings of the problem in this study indicate that the SRL students in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the level of SRL indicate that there are still ~~SRL~~ SRL problems experienced by students. The findings of this study also serve as indicators of the need for follow-up to deal with SRL problems.

SRL is a problem that has not been resolved maximally, moreover, learning activities today emphasize online learning that requires students' ability to organize themselves in learning (Adam, Alzahri, Cik Soh, Abu Bakar, & Mohamad Kamal, 2017; Broadbent & Poon, 2015; Littlejohn, Hood, Milligan, & Mustain, 2016; Wong et al., 2019). At present, independent learning is an important aspect to support maximum academic achievement (Azlina, 2007; Broadbent & Poon, 2015; Cazan, 2014; Goradia & Bugarcic, 2017). Problems such as student failure in achieving learning goals, students who are frustrated with assignments, they are required to be able to apply new independent and self-directed learning (Zimmerman, 1990). Moreover, in today's learning, the aim is to free students from their need for teachers, so they can learn independently (Shurygin & Krasnova, 2016). To become independent learners, they are self-governing learners (Woolfolk & Woolfolk, 1995).

The product of this study is CCBCM for developing SRL students. The use of creative arts in cognitive behavior counseling can help students symbolically explain and describe their outside and inner world, how they interpret it and how they feel the problems experienced (Gladding, 2016; Henderson, 2012). Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). Another research, the integration of rational emotive behavior therapy with creative arts is also effectively used to increase student resilience and self-esteem (Roghanchi, Mohamad, Mey, Momeni, & Golmohamadian, 2013). This is proof that the integration of creative arts in Cognitive Behavior Counseling is important to do (Meyer, 2018).

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000; Peterman, Read, Wei, & Kendall, 2015). Therefore, participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

Cognitive Behavior Counseling, which is integrated with creative arts in this book Which one ? is named Creative Cognitive Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. This counseling model is designed to help students develop SRL, but can also be used to help students overcome other problems such as aggressive behavior, anxiety, and other problems by modifying CCBCM.

The creative cognitive behavior counseling model in the implementation of counseling consists of five stages. This stage guides the counselor to implement CCBCM in the counselor's effort to help the counselee get out of his problem, especially SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset can encourage the counselee to change his behavior (Dobson & Dobson, 2018; Ivey, Ivey, & Simek-Downing, 1987). The basic assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

The first stage of CCBCM is the identification of counselee problems. Identify this problem to help the counselee express problems that are seen and felt by the counselee. Identification of problems in the counselee can be done by first building a good relationship with the counselee (Kiselica & Englar-Carlson, 2011; Mack, 2017). At this stage, some creative arts can be used such as visual arts, music, poetry, and writing. The counselee can be encouraged by the counselor to express the problems he feels in the form of visual art (Chibbaro & Camacho, 2011), music (Situmorang, 2018), poetry (Brillantes-Evangelista, 2013), and writing (Crocket, 2010). he results of problem identification at this stage are based on Albert Ellis's view, classified as the activating event (A) in the ABC format he formulated (Corey, 2018).

The second stage of CCBCM is to find the root of the problem that has negative thoughts. The problem presented is a problem that is seen and felt by the counselee, but it may be expressed by the counselee is not the root of the counselee's problem. Based on the CBC's view, the root of the counselee's problem lies in the cognitive of the counselee which gives rise to negative thoughts (Craske, 2014; Dobson & Dobson, 2018). Albert Ellis's view, this is a belief (B), which Ellis divides it into two, namely negative and positive thoughts (Corey, 2018; Ivey et al., 1987). At this stage, the counselor helps the counselee to realize negative thoughts that are the cause of the low SRL by using ABC format media.

The third stage of CCBCM is the counselor, and counselee identifies the negative consequences of the counselee's problem. Albert Ellis categorizes this element as a Consequence (C) both in the form of behavior and feelings (Corey, 2018; Malkinson, 2010). Identifying the counselee's consequences when they think negatively will help the counselee realize that his mind will have negative consequences if it continues. At this stage, identify the negative consequences of the counselee's problem using ABC format media.

The fourth stage of CCBCM is to rearrange distorted beliefs. This stage is the core stage of the counseling process carried out. The counselor helps the counselee to realize his negative thoughts and replace them with positive thoughts. These positive thoughts can bridge the counselee to also behave positively according to the goals to be achieved by the counselee (Corey, 2018; Ivey et al., 1987; Ruggiero, Ammendola, Caselli, & Sassaroli, 2014). The process of changing negative thought patterns into more positive ones requires active counselee participation to be able to change according to the counseling goals.

Changing the counselee's negative mindset to become more positive can be achieved by the counselor with the implementation of two dramas. Drama is used to increase the counselee's involvement in the counseling process and provide motivation to overcome their problems (Karnezi, 2014). Drama becomes one of the creative arts that can be combined with CBC to reduce aggressive behavior through anger management techniques (Blacker, Watson, & Beech, 2008). One drama, the counselor conditions the counselee to think negatively. In one other drama, the counselor conditions the counselee to think positively. The results from the drama simulation, the counselor can help the counselee to reflect on the drama simulation that has been played and can make the drama as a model for positive thinking.

In addition to the two dramas, the counselor can also maximize visual arts to help the counselee change his negative thought patterns into positive ones. Art, for example, visual art, is used to answering criticisms of the CBC process which are considered too abstract, especially the counselor is a adolescent (Gladding, 2011, 2016; Morris, 2014). Visual art media such as drawing, painting, making symbolic objects from materials, and collages are proven to be used to help counselees reduce self-harming behavior (Whisenhunt & Kress, 2013). The counselor can ask the counselee to describe his psychological condition on a paper when the counselee thinks negatively. Then the counselor also encourages the counselee to describe the psychological condition if the

counselee seems to think positively. As a result of that description, the counselor can facilitate the counselee to change the mindset of negative and positive thoughts.

The fifth stage of CCBCM is behavioral intervention. At this stage basically, the counselor encourages the counselee to make a commitment to the change in his mindset and bring up in the form of behavior (Aharonovich, Amrhein, Bisaga, Nunes, & Hasin, 2008). This commitment is important for the counselee to remain consistent in displaying more positive behavior as a result of changing the mindset of the counselee who initially thinks negatively to be positive.

All of the highlights should be in the introduction

The limitation of this research lies in the limited product trials. Thus, the reliability of CCBCM cannot be generalized broadly that CCBCM can be used to improve students' SRL. Therefore, it is recommended in future studies to conduct wider trials to test the reliability of CCBCM for developing students' SRL. The influence of CCBCM on every aspect of SRL also needs to be identified to obtain more comprehensive research findings.

CONCLUSION

SRL is one aspect that can support student development optimally, both in the academic and non-academic fields. If SRL problems are not immediately addressed, it will harm various aspects of adolescent development. One effort that can be done by the counselor is the implementation of CBC combined with creative art, which in this study is called CCBCM. Creative art responds to criticisms posted at CBC, which are considered to be too abstract counseling approaches. Thus, the implementation of creative art in CBC can help the counselee more clearly understand the problems and decisions taken to get out of the problem. The results of this study conclude that CCBCM is categorized as feasible for counselors to help counselees improve SRL. Besides, CCBCM can also be used effectively to improve student SRL. The findings of this study should be the next research reference to identify the effect of CCBCM on each component of SRL.

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Is the work contributing to the field?	☐	☒	☐

Evaluation:

☐ The article can be published as it is.
☐ The article can be published after some revision.
☒ The article must undergo a major revision before it can be resubmitted to the journal.
☐ The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? ☒ Yes ☐ No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The title does not briefly describe the main perspectives and application of the study. The abstract does not show the main aims of the study, research implications, and directions for further studies.
Introduction and Literature Review	The introduction and literature review are logical, comprehensive, and concise. However, the review of previous studies is limited; therefore, the gaps of research are not unique. The author needs to enrich the literature review by updating recent literture from different perspectives. Also, a literature review is not a combination of readings, but it should neatly weave relevant literature into a review to show the appropriateness of the direction of the

	study. Besides, the aims of the study, if exisiting somewhere, are unclearly stated. The research hypotheses and questions are missing, which causes hinderance to text comprehension as well as what the study was conducted for.
Research Methods	The research design lacks a detailed description of what research design is applied. Although it mentions "quasi-experimental", this type of study has several designs. I believe the author applied pretest-posttest between-group design. Also, the data collection section seems to describe the instruments. This section should reflect how the data was collected. There is also missing information for judgement of research reliability and validty. How were the intruments were piloted and revised? What were the revisions based on? Why? What were the researcher's roles in this study? How was the data analyzed?
Research Findings	The findings were presented into five parts: (1) the student's SRL level, (2) hypothetical draft model, (3) the feasibility of a research product, (4) revision of the product being developed, and (5) product effectiveness test. I believe the results should be presented in a way to answer the research questions, confirm the hypotheses, and settle down the concerns. The absence of such information at the beginning causes challenges to comprehension of the findings. Findings were full of statstistics, but what is the statistics for? Also, elaboration of the statsitics is crucial.
Discussion	The dsicussion should be extended by viewing the results from different angles, comparing and contrasting with the previous studies reviewed in the literature, answering the research questions, confirming the hypotheses, and resolving the problems.
Conclusion and Suggestions	The conclusion needs to make a summary of the key findings, present the research limitations, give implications, and provide directions for further studies.
References and Citation	Experimental research should not include unpublished references as founding theories and scientific foundations. The author should critically think of the reliability of the references. Besides, they should follow APA citation style strictly.
Language	The paper needs further proofreading and editing. Although it generally looks fine, it shows discourse errors from a close exmination.
Other issues	The plagiarim is at least 4%. I suggest a careful revision of the paper.

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Editor in Chief

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After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	☒	☐	☐
Does the abstract summarize the article clearly and effectively?	☐	☒	☐
Are the objectives set clearly?	☒	☐	☐
Is the issue stated clearly?	☒	☐	☐
Is the literature review adequate?	☒	☐	☐
Is the design of the research appropriate, and the exemplary, if any, suitable?	☐	☐	☒
Is the methodology consistent with the practice?	☐	☒	☐
Are the findings expressed clearly?	☐	☒	☐
Is the presentation of the findings adequate and consistent?	☐	☒	☐
Are the tables, if any, arranged well?	☐	☒	☐
Are the conclusions and generalizations based on the findings?	☐	☐	☒
Are the suggestions meaningful, valid, and based on the findings?	☐	☒	☐
Are the references adequate?	☒	☐	☐
Is the language clear and understandable?	☐	☒	☐
Is cohesion achieved throughout the article?	☐	☒	☐
Is the work contributing to the field?	☐	☒	☐

Evaluation:

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☐ The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? ☒ Yes ☐ No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	Abstract: line 11, use "..sheets.."
Introduction and Literature Review	page 3, line 2 from the bottom: use "dysfunctionally"
Research Methods	
Research Findings	

Discussion	
Conclusion and Suggestions	
References and Citation	
Language	
Other issues	

Creative Cognitive-Behavior Counseling Model (CCBCM): Strategy to Improve Self-Regulated Learning of the Student

Student academic achievement is one of the goals to be attained by every student. Students need to develop good self-regulated learning (SRL) to support the achievement of learning achievement. In this study, the aim is to create a strategy used by school counselors tofind out the effect of CCBCM on SRL. ~~develop SRL, namely the Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM is an integration of Cognitive-Behavior Counseling (CBC) with creative art~~. The type of research used is research and development (RnD) by adapting the Borg and Gall formula which is limited to stages (1) problem identification; (2) formulation of a draft hypothetical model; (3) product feasibility testing by experts and practitioners; (4) product revision; (5) test product effectiveness. The instrument used in this study was a self-regulated learning scale (SRLS) and an expert and practitioner assessment sheet about product viability. The results from the study concluded that CCBCM was categorized as feasible to be applied by school counselors to develop students' SRL based on assessments by experts and practitioners. CCBCM can also be used effectively to improve students' self-regulated learning. The results from this study should form the basis of further research to identify the effectiveness of CCBCM for developing SRL.

Keywords: self-regulated learning, academic achievement, cognitive behaviour counselling, creative art, counselling strategy

INTRODUCTION

Character education that is emphasized in the era of the industrial revolution 4.0 is the school's emphasis on developing character strength in students. This character strength is a manifestation of the concept of positive psychology, in which a person needs to be seen from the good side rather than just seeing people from the bad side (Banicki, 2014; Niemiec & Wedding, 2014). Character strength possessed by students is believed and has been proven to support subjective well-being in adolescents (Gillham et al., 2011; Oliveira, Nunes, Legal, & Noronha, 2016; Yasmin, Natasha; Khan, 2017).

One of the strong ~~characteristics~~ that students need to have to navigate the challenge of this age is self-regulation (McGrath, 2015). Self-regulation character is a behavior directed at the goals to be achieved by individuals, in which self-regulation has a relationship with self-control (Hofmann, Schmeichel, & Baddeley, 2012). Self-control is one small part of self-regulation (Hagger, Wood, Stiff, & Chatzisarantis, 2010; Hofmann et al., 2012). Self-control has a goal to set aside impulses that can reduce the chances of achieving the goal. Some examples of self-regulation itself are regulating self-behavior to achieve achievement, personal goals, and reduce individual problems. An individual's failure to develop self-regulation can trigger many social and mental problems (Heatherton & Wagner, 2011).

The ~~character~~ importance of self-regulation in the field of learning becomes an important variable that can facilitate students achieving academic achievement development (McClelland & Cameron, 2011; McClelland & Wanless, 2012; T. Vaughn, 2014). The concept of self-regulation in the field of learning is called Self-Regulated

Commented [MJ1]: The topic can be transformed to: **"Creating Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning Among Muhammadiyah Vocational Middle School in Yogyakarta"**

Commented [MJ2]: Reconstruct this statement, it is not meaningful.

Commented [MJ3]: This is not a research design or type rather this study is quasi-experimental study as pointed out on page 5 under research design.

Commented [MJ4]: You need to highlight your research objective, research questions and research hypothesis before stating your results.
Tell us the statistical techniques used to answer research questions and hypothesis tested.

Commented [MJ5]: Highlight the conclusion of this study and some of your recommendations

Commented [MJ6]: Arrange the key words alphabetically.

Commented [MJ7]: What is the meaning of this 40 here?

Commented [MJ8]: Not clear please.

Commented [MJ9]: You have not define or explain what character education is.

Commented [MJ10]: Let us know what of these scholar said about character education.

Commented [MJ11]: Separate them and let us understand what each said or observed. This is literature.

Commented [MJ12]: Not clear please.

Commented [MJ13]: This is not a good definition of self-regulation.

Commented [MJ14]: Self-control is not one of the variables in this study.

Commented [MJ15]: This is NOT example of self-regulation but parts of the functions of self-regulation

Learning (SRL). Students develop the ability of SRL to support the learning process at school. SRL encourages student achievement (Cetin, 2015; Dent & Koenka, 2016; Wolters & Hussain, 2015).

However, SRL problems become one of the problems that still occur in students. The results of research on vocational high-school students in Yogyakarta concluded that 7% of students had very low SRL; 21% of students have low SRL; 42% of students have moderate SRL; 23% of students have high SRL; and 7% of students have extremely high SRL (Saputra, Da Costa, & Alhadi, 2018). The low condition of SRL on students has a negative impact if no intervention is given by those who have special competence, which in this case is the school counselor.

Commented [MJ16]: Define or explain self-regulation before adding learning as self-regulation learning even before giving illustrations or examples.

Low SRL hurts students. The impact of low SRL on students is the decrease in student academic achievement (Cetin, 2015). Besides, the low SRL also has an impact on the level of academic performance of students in the learning process at school (Keyser & Viljoen, 2015; Lucieer, Jonker, Visscher, Rikers, & Themmen, 2016). Other studies have concluded that low SRL has a broader impact, namely students' difficulties in achieving academic success (Bruso & Stefaniak, 2016; Sun, Xie, & Anderman, 2018).

Low SRL does not occur by itself but is caused by certain factors, namely the dysfunctional student's mind. Students who have a low SRL, tend to think dysfunctional, so they cannot bring up a belief that can do learning independently and optimally (Bjork, Dunlosky, & Kornell, 2013). In other words, their dysfunctional thoughts are judgments about themselves that they are not able to complete a task with their abilities (Pajares, 2002).

Therefore, the intervention used to improve SRL is to implement Cognitive-Behavior Counseling (CBC). This counseling approach combines cognitive counseling with behavior, which assumes that the reorganization of mindset will have an impact on behavioral reorganization (Corey, 2018). The counselor seeks to identify the forms of student thought that cause low levels of SRL and help to turn them into more functional mindsets so that their SRL can improve.

Several studies have been carried out and to find out the influence of CBC to improve students' SRL. This is evidenced by research that concluded that the online Cognitive-Behavioral Counseling Model can be used to develop SRL middle school students (Nur Hidayah, 2013). However, not all students can access the use of online media and use it to the full. Therefore, CBC needs to be integrated with other elements to increase its effectiveness.

To strengthen the effectiveness of CBC, it needs to be combined with creative arts. So in this research and development, the combination of creative arts with CBC is called the Creative Cognitive-Behavior Counseling Model (CCBCM). The CBC integration counseling model with creative arts requires counselors to be able to maximize their creativity and implement counseling services with many possibilities (Alhadi & Saputra, 2018). Creative art was chosen as an element that embodies the creativity of the counselor in providing counseling services to the counselee. Especially in the 21st century, it brings many new challenges and issues that make individual counseling more

important and prominent in our society (Gladding, 2011, 2016; C. M. Rosen & Atkins, 2014).

The integration of CBC with creative arts aims to achieve changes in behavior in the counselee (Meyer, 2018), which in this case is an increase in SRL. The integration of CBC with creative arts is expected to be an innovative counseling model and have a significant impact on behavioral changes in counselees (Alhadi & Saputra, 2018). CCBCM will provide counselee insights (such as writing or painting) and new ways of counseling that lead to changes in counselee behavior (Gladding, 2016).

CONTEXT AND REVIEW OF LITERATURE

Self-regulated learning

SRL is the ability of the human self to manage their learning patterns (Ormrod, Anderman, & Anderman, 2016). SRL has a complex process because it consists of cognitive, motivational, and contextual elements (de Boer, Donker-Bergstra, & Kostons, 2013). Metacognition is one of the processes that control this element and the basis of self-regulation in learning. Self-regulation in learning is a combination of skills (skills) and desires (will). Strategic learners are learners who learn to plan, control and evaluate their cognitive, motivational or affective, contextual behavior and processes (Mukhid, 1998). Learners who know how to learn are learners who motivate themselves, know their possibilities and limitations, control and regulate learning processes so that they are accustomed to their goals and context, are optimistic about performance and improve their skills through practice.

Students who can learn based on self-regulation compile a set of performance goals for themselves, give respect to themselves and make criticisms of themselves. A student is said to be able to regulate himself if his thoughts and actions are under his control and are not controlled by others or the environment around him. The definition of self-regulated learning according to Zimmerman includes several characteristics, namely, students are aware of their self-regulation process and how the process can be used to improve their academic achievement, students carry out the process of giving feedback to themselves during the learning process and monitor the effectiveness of learning methods or strategies. They have done, and have a motivational component (Rosen, Glennie, Dalton, Lennon, & Bozick, 2010).

Self-regulated learning is influenced by three main factors, namely self-efficacy, motivation and goals (Schunk, 2012). Self-efficacy refers to a person's beliefs about one's ability to learn or perform skills at a certain level. While motivation is something that moves the individual to the goal, with the hope of getting results from that level and the confidence to do it. Objectives are criteria used by individuals to monitor the progress of their learning. Of the many notions of self-regulated learning, there are proven components that are most important in contributing to student performance in the classroom, namely metacognitive, motivational, and behavioral (Pintrich & De Groot, 1990; Zimmerman, 1989).

CCBCM

Commented [MJ17]: 1.The issue or use of Cognitive-Behavior in educational counselling is already an act of creativity. The model is being used in medical (Psychiatric) clinic, for educationalists or counsellors to now use in education is welcome development and it is an act of creativity.
2. Creativity is NOT a variable in his study. Hence, your variable is Cognitive Behavior Therapy is being integrated by the counsellor to improve teaching and learning outcomes.

Commented [MJ18]: For you to discuss your findings you need empirical studies ha are related to this study.

Commented [MJ19]: Put your introduction and literature reviewed together as your background and discuss all the variables that are involved in this study

Commented [MJ20]: This is not a good definition of self-regulation
Which skills? And your desire to do what?

Commented [MJ21]: Strategic learner is not a variable and you may not define it

Commented [MJ22]: Please, is this a definition of learners? Or are defining it in relation to your variables?

Commented [MJ23]: This is not a good definition and moreover this has been said on page 2.

Commented [MJ24]: What is the difference between goals and objectives in this study? Stick to one. There are enough literature on self-regulation, it is a psychological variable, before you look at factors influencing self-regulation.

Commented [MJ25]: This sub-heading is NOT important, whatever variable your discussing put them in paragraphs.

The issue of counseling is currently a hot topic in the international world, including in Indonesia. This is none other than the cause is the emergence of various problem's both national and international problems. These problems become one of the stimuli of the decline of the development of adolescents today who are experiencing extreme moral degradation.

The importance of the existence of counseling itself sometimes does not make counseling sessions a fun activity for counselees. Even counselees will feel bored when dealing with counselors to conduct counseling sessions. One of the counseling factors becoming boring for counselees is that counselors rarely use creative and not multisensory tools (Jacobs, 1992). In other words, counselors often do conventional counseling. This method is often analogous to counseling that does not use creative tools. However, times are developing, if the counselor does not use creative tools in counseling it is feared that the counselor will slowly be left by the counselee. Creative aids in counseling many types, one of which is the current hot theme is creative arts (Gladding, 1992, 2011, 2016).

Counseling itself requires the creativity of the counselor to increase the effectiveness of counseling interventions given to counselees who have problems and make the counseling process not boring (Cole & Sarnoff, 1980; Gladding, 1992, 2011, 2016). Counselors are required to be able to appear creative when providing meaningful counseling services for counselees. This is not something easy but requires extra effort for the counselor to be able to appear as a creative counselor. Moreover, there is a myth that says that humans are born with two possibilities, namely humans are born with creativity and there are humans born without creativity (Plucker, Beghetto, & Dow, 2004).

There are several reasons the creative dimension on the counselor needs to be applied to the counseling process, including, in this case, CBC. Some reasons include (1) the counselor's main tool helps the counselee become more integrated (congruence); (2) giving individuals new energy and reinforcement for behavior change; (3) provide motivation for counselees to remain able to focus for the implementation of BK services; (4) making counseling services more artistic (counseling is an art); (5) creating a brand new sense of self in the counselee to recover from adversity; (6) the counselee can conceptualize and duplicate useful activities; (7) increase socialization and cooperation; and (8) increasing the counselee's understanding of multiculturalism (Gladding, 2016).

The integration of creative arts with CBC in this study is called CCBCM. Through the creation of CCBCM, students can symbolically explain and describe their inner and outer world, how they interpret it and how they feel the problems they experience. Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). This is proof that the integration of creative arts in Cognitive Behavior Counseling is important to do. CCBCM itself covers the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees

Commented [MJ26]: Which issues in counselling?

Commented [MJ27]: What is the importance of this in relation to this study?

identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions.

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000). Therefore, participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

METHOD

Research design

This research is development research that aims to develop CCBCM as a counselor strategy to improve students' SRL. This research and development adapted the Borg and Gall pattern which is limited to five stages of research and development, namely (1) identification of the level of SRL behavior that is the basis of CCBCM development; (2) preparation of a hypothetical draft of CCBCM products to improve SRL; (3) an evaluation by one expert and one practitioner to assess the feasibility of the product that has been developed; (4) product revisions based on expert and practitioner ratings; (5) product effectiveness test (Borg & Gall, 1983). The ~~trial~~ design in this product uses a type of quasi-experimental research design that involves two groups, namely the experimental and control groups. In contrast to true experimental design, the experimental and control groups in the quasi-experimental research design were not randomly assigned to groups. In the experimental group, CCBCM intervention was given and the control group was given conventional counseling intervention. The results of this study provide opportunities for other researchers and practitioners in schools to use CCBCM to improve students' SRL.

Groups	Pre-test	Treatment	Post-test
Control	O1		O2
….. ….. ….	…. …..	….. …..	…. …. …..
Experimental Group	O1	X	O2

Where: O1 = Pre-test of control and Experimental Groups

O2 = Post-test of control and Experimental Groups

…. = No randomization of subjects to groups

X = Intervention is given in form of treatment

Data collection

Commented [MJ28]: Creativity in this study is never a variable, hence, it is not necessary.

Commented [MJ29R28]:

Commented [MJ30]:

Commented [MJ31R30]: This study is purely an empirical study (Quasi-experimental study), you need to state your research objectives, research Questions and Research Hypotheses before you explain or describe your research methodology.

Commented [MJ32]: This is not a research design in any form. However, this a quasi-experimental research study.

Commented [MJ33]: Remove this please.

Commented [MJ34]: Prepare research design table e.g.

Commented [MJ35]: This is an hypothetical of research design of experimental study

The research instruments used consisted of two types. The first instrument is the SRL scale consisting of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, which was categorized as having a high level of reliability. The SRL scale instrument was developed by involving three aspects, namely metacognitive, motivationally, and behaviorally active participants (Zimmerman, 1990). The SRL scale is used to measure the level of SRL before and after students are given CCBCM interventions.

Tabel 1
SRL scale indicator

Aspect	Indicator
Metacognitive	Have a desire to understand the subject matter received.
	Analyzing the subject matter obtained.
Motivationally	Have a plan for learning programs
	Have the determination to carry out the learning schedule that was made
Behaviorally active participants	Having control in carrying out the learning schedule that is made
	Apply acquired knowledge

While the second instrument is an assessment sheet used by one expert and one practitioner (school counselor) to provide a feasibility assessment of the product being developed, namely CCBCM. The expert and practitioner evaluation sheets consist of 3 aspects, namely a general description of the product, product usability, and product accuracy. The assessment sheet for the product being developed also allows experts and practitioners to provide criticism and suggestions for the product being developed.

Subject of study

In the identification stage of the SRL profile, the population involved was 804 students of the Muhammadiyah Vocational Middle School in the city of Yogyakarta, mainly class XI. While the populations in this study were 415 students. The sampling technique used is stratified random sampling.

In the feasibility testing of the product being developed, it involves one expert and practitioner. The characteristics of the experts involved to assess the feasibility of this product are (1) having a background in scientific guidance and counseling; (2) has a map of research on counseling innovation; (3) experts in the area of SRL problems. While the characteristics of practitioners involved in this study are (1) having an educational background in guidance and counseling; (2) becoming a practitioner in guidance and counseling services in schools; (3) experts in dealing with student problems, especially SRL.

At the product, the effectiveness tests stage, the subjects involved in this study were students who had very low and low SRL rates. Research subjects involved in the effectiveness test amounted to 12 students who were divided into two groups, namely the experimental and control groups.

Research stages

Commented [MJ36]: Is the instrument a self-designed, adopted or adapted? Who affirm the reliability of the instrument?

Commented [MJ37]: Who developed the instrument? In each of the instrument tell us the number of items in each how each sentence is structured, positive or negative? Tell us the scale of the instrument (e.g. SD, D, A, SA)

Commented [MJ38]: What is the genesis of this table? Are using it to answer a research question or testing of research hypothesis?

Commented [MJ39]: You have mixed up things. Tell us the population of this study, target population and the sample size. Tell us the sampling procedures you used to arrive at the sample size of 415.

There are several stages in the implementation of this research. First, identification of the student's SRL level was carried out by distributing instruments in the form of an SRL scale to students of SMK Muhammadiyah in the city of Yogyakarta, especially in class XI. So that the population involved in this study amounted to 804 students. The sampling technique used in this study was stratified random sampling, and the number of samples involved in this study was 415 students. Second, an initial draft of CCBCM was prepared to improve students' SRL. This draft was prepared concerning the problem characteristics of the students' SRL and also bases for the concept of CBC theory. Third, a feasibility assessment was conducted by experts and practitioners. The feasibility assessment of the product developed by involving an expert assessor, namely a lecturer from the Ahmad Dahlan University guidance and counseling study program with innovation and guidance counseling expertise. Besides, the assessment was also carried out by practitioners, namely one school counselor who has the expertise to provide counseling services to promote behavior change from counselees, primarily SRL. Fourth, make revisions to the criticisms and suggestions coming from experts and practitioners. This was done to perfect the product being developed, namely CCBCM to improve students' SRL.

Commented [MJ40]: As the researcher what are your functions in this study. Remember you are carrying out quasi-experimental study.

Data analysis technique

Research data analysis techniques using quantitative descriptive techniques with percentages. This data analysis was carried out to describe the SRL level of Muhammadiyah Vocational School students in Yogyakarta city, so that it would be known the percentage of students who had SRL levels in the very high, high, medium, low, and very low categories. Besides, the analysis of the inter-rater reliability (IRR) coefficients of Cohens' Kappa describes the level of feasibility of the product being developed, namely CCBCM to improve student SRL. As for the effectiveness test, the data analysis technique used is the Mann-Whitney U test. This data analysis technique is used to find out if there is a real difference between the average of two polls with the same distribution, through two independent samples taken from the two populations.

Commented [MJ41]: What did you use percentage to do (answer research question or hypothesis testing).

Commented [MJ42]: What did you use reliability test to do? Are you the one that carried out the reliability or you adopted the coefficient

FINDINGS

The results of this research and development are abstracted into five main parts, namely (1) the student's SRL level; (2) hypothetical draft model; (3) the feasibility of a research product, namely CCBCM to improve students' SRL; (4) revision of the product being developed; (5) product effectiveness test, namely CCBCM to improve students' SRL.

Commented [MJ43]: Emember this is a quasi-experimental study where you need ANCOVA

The student's SRL level

The identification of SRL Muhammadiyah Vocational high-school students' level in Yogyakarta City, especially in class XI was done by involving 415 samples taken by stratified random sampling. After a descriptive statistical analysis using SPSS help software on the SRL level, the scores range for very low categories (74-110), low (102-116), moderate (117-132), high (133-148), and very high (149 -165149 - 165).

Based on the recapitulation of SRL level measurements, it is known that SRL students are in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of

research on the SRL level indicate that there are still SRL problems experienced by students. The problem requires a solution. This study seeks to address these problems by developing CCBCM.

Commented [MJ44]: What are the basis for this finding? No research question nor hypothesis.

Hypothetical draft of CCBCM to enhance SRL

The hypothetical draft CCBCM was prepared as an initial product of the study. CBC which is integrated with creative arts is named Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. The overall model is illustrated in the following chart.

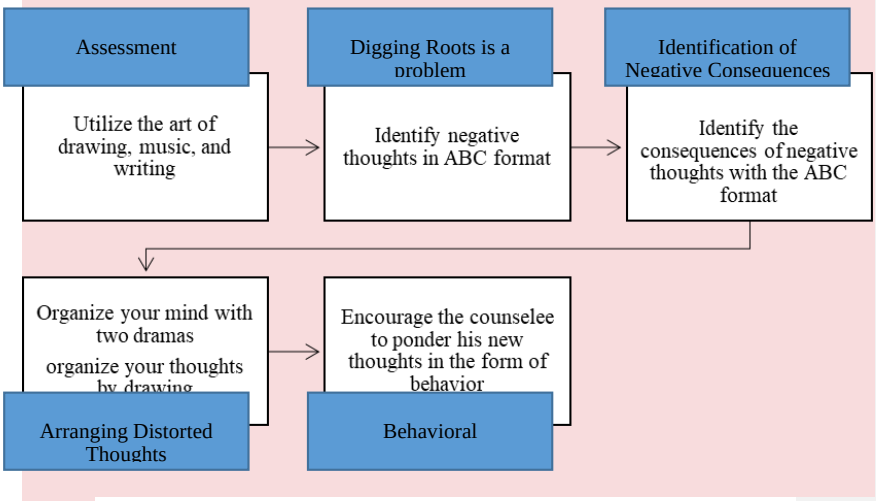

Figure 1
Creative cognitive behavior counseling model (CCBCM)

Commented [MJ45]: What is the significant of this study to your work?
How is it relevant? Please explain.

Feasibility of research products

CCBCM consists of five stages. This stage guides the counselor to implement CCBCM in the effort of the counselor to help the counselee get out of his problem, in this case, the emphasis is on increasing SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset is also expected to encourage the counselee to change his behavior. The basic assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

Product viability is tested by carrying out assessments by experts and practitioners. The following table displays the results of the product feasibility assessment by experts and practitioners.

Table 2
Results of expert and practitioner assessment of products

No	Aspek	Rata-Rata Nilai
1	Product overview	3,07
2	The accuracy of the product for developing SRL students	3,27
3	The usefulness of the product for counselors to develop SRL students	3,1

This assessment is specifically carried out by one expert (lecturer and researcher from the guidance and counseling study program) and one practitioner (guidance and counseling teacher at the Vocational School). The average assessment result of expert and practitioner assessors of the product is 3.18. To identify the feasibility of the product being developed using the inter-rater reliability (IRR) analysis of the Cohens' Kappa coefficient on the agreement of two assessors. Based on the analysis using SPSS software, the following results are obtained:

Commented [MJ46]: See the comment made in table one (1).

Table 3
Analysis of the Cohens' Kappa coefficient

	Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement Kappa	.612	.076	7.788	.000
N of Valid Cases				

Analysis of the inter-rater reliability (IRR) coefficient of Cohen's Kappa also shows inter-rater reliability that is K = 0.612 with the strong category. The value of Cohen's kappa coefficient means that there is a strong agreement between experts and practitioners regarding the feasibility of the product being developed. Asymp Std. Errors indicate standardized measurement errors, the smaller the magnitude of this coefficient, the more reliable the resulting measurement results. The significance value can be seen in the Approx column. Sig. Which is equal to 0,000. Because the significance value is smaller than the significance level used by 5% (0,000 <0.05), it is concluded that there is a significant agreement between experts and practitioners at a significance level of 5% for the product being developed.

Commented [MJ47]: See the comment in table 1.

Product Revision

The initial product that has been compiled, gets some criticism and suggestions from experts and practitioners who assess the CCBCM hypothetic draft to improve SRL. The criticisms and suggestions from experts and practitioners as well as the follow-up are outlined in table 4 below.

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Table 4
Expert and practitioner recommendations

No	Expert	Practitioner	Follow-up
1	The operational phase of the CCBCM needs to be arranged more operational	There needs to be an operational implementation of the CCBCM	Operate every stage of CCBCM to develop self-regulated learning

2	The integration of CBC and creative arts needs to be sharpened	The relationship between CBC and creative arts needs to be clarified more clearly	Add a rational combination of CBC with creative arts
3	The ease of use of the product for users needs to be explained more operationally	The ease of use of language should be noted	Readability test conducted by experts in the field of language
4	The use of other creative arts, such as poetry should be considered to strengthen CCBCM		Add one type of creative art, namely poetry combined with CBC

Test the effectiveness of the product

The next step is to test the effectiveness of the product. A product effectiveness test is conducted to empirically test the effectiveness of CCBCM to improve SRL. Before the treatment is carried out to measure the effectiveness of CCBCM, the first thing to do is to carry out a pretest to measure the student's SRL level before being given treatment at SMK Muhammadiyah 3 Yogyakarta.

Product trials, tested the effectiveness of CCBCM to improve student SRL. To test the effectiveness of the product, 12 students were selected who had the lowest SRL level and would be divided into two groups, where one group became a control group (given conventional counseling intervention), and one group became an experimental group (treated according to the product developed). The following will show the experimental test table in the experimental group and the control group.

Table 5
Experimental group student data

No	Name	Pre test		Post test	
		Score	Category		
1	KE 1	101	Very low	131	Medium
2	KE 2	100	Very low	130	Medium
3	KE 3	108	Low	139	Medium
4	KE 4	99	Very low	129	Medium
5	KE 5	110	Low	139	Medium
6	KE 6	109	Low	140	Medium

Tabel 6
Control group student data

No	Name	Pre test		Post test	
		Score	Category	Score	Category
1	KK 1	107	Low	111	Low
2	KK 2	110	Low	114	Low
3	KK 3	101	Very low	105	Low
4	KK 4	100	Very low	104	Low
5	KK 5	98	Very low	103	Low
6	KK 6	112	Low	116	Low

Based on tables 5 and 6 above, it will be analyzed using the Mann-Whitney U test. The following is the calculation output with the help of the SPSS program.

Table 8

Ranks

	Strategy	N	Mean Rank	Sum of Ranks
SRL	CCBCM	6	9,50	57,00
	Conventional	6	3,50	21,00
	Total	12		

Table 8 shows that CCBCM interventions give higher average SRL learning ratings for students than students who are given conventional counseling intervention. This means that the SRL level of students is higher after being given CCBCM intervention than students who are given counseling interventions that are usually done by school counselors. This difference can be said to be significant if in the Mann-Whitney test, the Asymp. Sig (2-tailed) value is smaller than the alpha level of 0.05.

Table 9
Test Statistics

	SRL
Mann-Whitney U	,000
Wilcoxon W	21,000
Z	-2,887
Asymp. Sig. (2-tailed)	,004
Exact Sig. [2*(1-tailed Sig.)]	,002[b]

In table 9, the Asymp. Sig (2-tailed) value produces a value of 0.004, which is smaller than alpha 0.05, so it can be concluded that the average of the two groups is indeed significantly different. That is, CCBCM intervention becomes a more effective intervention model to improve the level of SRL of students than counseling that is commonly done by school counselors.

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DISCUSSION

The findings of the problem in this study indicate that the SRL students in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the level of SRL indicate that there are still SRL SRL problems experienced by students. The findings of this study also serve as indicators of the need for follow-up to deal with SRL problems.

SRL is a problem that has not been resolved maximally, moreover, learning activities today emphasize online learning that requires students' ability to organize themselves in learning (Adam, Alzahri, Cik Soh, Abu Bakar, & Mohamad Kamal, 2017; Broadbent & Poon, 2015; Littlejohn, Hood, Milligan, & Mustain, 2016; Wong et al., 2019). At present, independent learning is an important aspect to support maximum academic achievement (Azlina, 2007; Broadbent & Poon, 2015; Cazan, 2014; Goradia & Bugarcic, 2017). Problems such as student failure in achieving learning goals, students who are frustrated with assignments, they are required to be able to apply new independent and self-directed learning (Zimmerman, 1990). Moreover, in today's learning, the aim is to free students from their need for teachers, so they can learn independently (Shurygin & Krasnova, 2016). To become independent learners, they are self-governing learners (Woolfolk & Woolfolk, 1995).

The product of this study is CCBCM for developing SRL students. The use of creative arts in cognitive behavior counseling can help students symbolically explain and describe their outside and inner world, how they interpret it and how they feel the problems experienced (Gladding, 2016; Henderson, 2012). Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). Another research, the integration of rational emotive behavior therapy with creative arts is also effectively used to increase student resilience and self-esteem (Roghanchi, Mohamad, Mey, Momeni, & Golmohamadian, 2013). This is proof that the integration of creative arts in Cognitive Behavior Counseling is important to do (Meyer, 2018).

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000; Peterman, Read, Wei, & Kendall, 2015). Therefore, participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

Cognitive Behavior Counseling, which is integrated with creative arts in this book is named Creative Cognitive Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. This counseling model is designed to help students develop SRL, but can also be used to help students overcome other problems such as aggressive behavior, anxiety, and other problems by modifying CCBCM.

The creative cognitive behavior counseling model in the implementation of counseling consists of five stages. This stage guides the counselor to implement CCBCM in the counselor's effort to help the counselee get out of his problem, especially SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset can encourage the counselee to change his behavior (Dobson & Dobson, 2018; Ivey, Ivey, & Simek-Downing, 1987). The basic assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

The first stage of CCBCM is the identification of counselee problems. Identify this problem to help the counselee express problems that are seen and felt by the counselee. Identification of problems in the counselee can be done by first building a good relationship with the counselee (Kiselica & Englar-Carlson, 2011; Mack, 2017). At this stage, some creative arts can be used such as visual arts, music, poetry, and writing. The counselee can be encouraged by the counselor to express the problems he feels in the form of visual art (Chibbaro & Camacho, 2011), music (Situmorang, 2018), poetry (Brillantes-Evangelista, 2013), and writing (Crocket, 2010). he results of problem identification at this stage are based on Albert Ellis's view, classified as the activating event (A) in the ABC format he formulated (Corey, 2018).

The second stage of CCBCM is to find the root of the problem that has negative thoughts. The problem presented is a problem that is seen and felt by the counselee, but it may be expressed by the counselee is not the root of the counselee's problem. Based on the CBC's view, the root of the counselee's problem lies in the cognitive of the counselee which gives rise to negative thoughts (Craske, 2014; Dobson & Dobson, 2018). Albert Ellis's view, this is a belief (B), which Ellis divides it into two, namely negative and positive thoughts (Corey, 2018; Ivey et al., 1987). At this stage, the counselor helps the counselee to realize negative thoughts that are the cause of the low SRL by using ABC format media.

The third stage of CCBCM is the counselor, and counselee identifies the negative consequences of the counselee's problem. Albert Ellis categorizes this element as a Consequence (C) both in the form of behavior and feelings (Corey, 2018; Malkinson, 2010). Identifying the counselee's consequences when they think negatively will help the counselee realize that his mind will have negative consequences if it continues. At this stage, identify the negative consequences of the counselee's problem using ABC format media.

The fourth stage of CCBCM is to rearrange distorted beliefs. This stage is the core stage of the counseling process carried out. The counselor helps the counselee to realize his negative thoughts and replace them with positive thoughts. These positive thoughts can bridge the counselee to also behave positively according to the goals to be achieved by the counselee (Corey, 2018; Ivey et al., 1987; Ruggiero, Ammendola, Caselli, & Sassaroli, 2014). The process of changing negative thought patterns into more positive ones requires active counselee participation to be able to change according to the counseling goals.

Changing the counselee's negative mindset to become more positive can be achieved by the counselor with the implementation of two dramas. Drama is used to increase the counselee's involvement in the counseling process and provide motivation to overcome their problems (Karnezi, 2014). Drama becomes one of the creative arts that can be combined with CBC to reduce aggressive behavior through anger management techniques (Blacker, Watson, & Beech, 2008). One drama, the counselor conditions the counselee to think negatively. In one other drama, the counselor conditions the counselee to think positively. The results from the drama simulation, the counselor can help the counselee to reflect on the drama simulation that has been played and can make the drama as a model for positive thinking.

In addition to the two dramas, the counselor can also maximize visual arts to help the counselee change his negative thought patterns into positive ones. Art, for example, visual art, is used to answering criticisms of the CBC process which are considered too abstract, especially the counselor is a adolescent (Gladding, 2011, 2016; Morris, 2014). Visual art media such as drawing, painting, making symbolic objects from materials, and collages are proven to be used to help counselees reduce self-harming behavior (Whisenhunt & Kress, 2013). The counselor can ask the counselee to describe his psychological condition on a paper when the counselee thinks negatively. Then the counselor also encourages the counselee to describe the psychological condition if the

counselee seems to think positively. As a result of that description, the counselor can facilitate the counselee to change the mindset of negative and positive thoughts.

The fifth stage of CCBCM is behavioral intervention. At this stage basically, the counselor encourages the counselee to make a commitment to the change in his mindset and bring up in the form of behavior (Aharonovich, Amrhein, Bisaga, Nunes, & Hasin, 2008). This commitment is important for the counselee to remain consistent in displaying more positive behavior as a result of changing the mindset of the counselee who initially thinks negatively to be positive.

The limitation of this research lies in the limited product trials. Thus, the reliability of CCBCM cannot be generalized broadly that CCBCM can be used to improve students' SRL. Therefore, it is recommended in future studies to conduct wider trials to test the reliability of CCBCM for developing students' SRL. The influence of CCBCM on every aspect of SRL also needs to be identified to obtain more comprehensive research findings.

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CONCLUSION

SRL is one aspect that can support student development optimally, both in the academic and non-academic fields. If SRL problems are not immediately addressed, it will harm various aspects of adolescent development. One effort that can be done by the counselor is the implementation of CBC combined with creative art, which in this study is called CCBCM. Creative art responds to criticisms posted at CBC, which are considered to be too abstract counseling approaches. Thus, the implementation of creative art in CBC can help the counselee more clearly understand the problems and decisions taken to get out of the problem. The results of this study conclude that CCBCM is categorized as feasible for counselors to help counselees improve SRL. Besides, CCBCM can also be used effectively to improve student SRL. The findings of this study should be the next research reference to identify the effect of CCBCM on each component of SRL.

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Commented [MJ52]: Use the 7th APA format.

Lampiran 4

The following changes have been made on the Manuscript "…" in accordance with reviewers' comments

Reviewer's comments	Changes made	Page (see highlights)
Reviewer A		
Abstract: line 11, use "..sheets.."	The instrument used in this study was a self-regulated learning scale (SRLS) and an expert and practitioner assessment sheets about product viability.	1
page 3, line 2 from the bottom: use "dysfunctionally"	Students who have a low SRL tend to think dysfunctionally, so they cannot bring up a belief that can do learning independently and optimally (Bjork, Dunlosky, & Kornell, 2013)	2
Change the sentence "Research stating that concluded that the online….."	This is evidenced by research staying that the online Cognitive-Behavioral Counseling Model can be used to develop SRL middle school students (Nur Hidayah, 2013)	2
Change the sentence "……..use it to the full"	However, not all students can access the use of online media and make good use of it.	2
Change the sentence "So in this research…"	Therefore, in this research and development, the combination….	2
Change the sentence "Moreover, there is a myth ~~that says~~ saying that…"	Moreover, there is a myth saying that humans are born with two possibilities	4
Check the word tabel 1, metacognitive, motivationally	Table 1, metacognition, motivational	Table 1 (page 5-6)
Check the sentences "the scores range for very low categories (74-110), low (102 This should be 111 or not-116), moderate (117-132), high (133-148), and very high (149 -165 ~~149 - 165~~)."	… the scores range for very low categories (74-110), low (101-116), moderate (117-132), high (133-148), and very high (149-165).	7
Add the word "Figure 1"	Figure 1	7
What is ABC format?	I will explain in discussion	8
Check the word table 2	**Aspect, average value**	8
Need the full name in table 3	Asymptotic standard Error[a], Approximation T[b], Approximation significance	9
Change the sentence "The following is the calculation output with the help (change the word) of the SPSS program"	The following are the results of calculations using the SPSS program.	10
WHERE is Table 7?	Table 8 is table 7	
Most of the results has to be explain more in detail.	I will clarify the discussion	11
All of the highlights should be in the introduction	I think this is the result of the research. The introduction has not	14

	yet explained the research results from CCBCM. But I need to clarify it in the discussion section and sharpen the theory in the introduction.	
Reviewer C		
The title does not briefly describe the main perspectives and application of the study. The abstract does not show the main aims of the study, research implications, and directions for further studies.	I add and replace with the following statement: This study aims to identify the acceptance of CCBCM based on expert guidance and counseling and product effectiveness testing. Counselors can use CCBCM as a counseling strategy to improve students' self-regulated learning at school. Future studies should use specific creative arts that can support the effectiveness of CBC to improve students' self-regulated learning.	1
The introduction and literature review are logical, comprehensive, and concise. However, the review of previous studies is limited; therefore, the gaps of research are not unique. The author needs to enrich the literature review by updating recent literture from different perspectives. Also, a literature review is not a combination of readings, but it should neatly weave relevant literature into a review to show the appropriateness of the direction of the study. Besides, the aims of the study, if exisiting somewhere, are unclearly stated. The research hypotheses and questions are missing, which causes hinderance to text comprehension as well as what the study was conducted for.	I add and replace with the following statement: More concisely, this study aims to develop CCBCM to improve students' self-regulated learning. This research and development formulate into five sub-objectives, namely (1) knowing the level of students' self-regulated learning; (2) formulating a hypothetical draft model (3) identifying product viability based on expert judgment and counseling assessments; (4) expressing the final product by making revisions based on the evaluations of guidance and counseling experts; and (5) identify the effectiveness of the product. Future studies can detect the use of creative arts specifically to support CBC to improve student self-regulated learning.	3
The research design lacks a detailed description of what research design is applied. Although it mentions "quasi-experimental", this type of study has several designs. I believe the author applied pretest-posttest between-group design. Also, the data collection section seems to describe the instruments. This section should reflect how the data was collected. There is also missing information for judgement of research reliability and validty. How were the	I add and replace with the following statement: The first instrument is the SRL scale consisting of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, which	6

intruments were piloted and revised? What were the revisions based on? Why? What were the researcher's roles in this study? How was the data analyzed?	was categorized as having a high level of reliability. | Groups	Pre-test	Treatment	Post-test
---	---	---	---
Control	O1		O2
....	....	....	....
Experimental Group	O1	X	O2 | Where: O1 = Pre-test of control and Experimental Groups O2 = Post-test of control and Experimental Groups = No randomization of subjects to groups X = Intervention is given in form of treatment Figure 1 Quasi-Experimental Research Design	
The findings were presented into five parts: (1) the student's SRL level, (2) hypothetical draft model, (3) the feasibility of a research product, (4) revision of the product being developed, and (5) product effectiveness test. I believe the results should be presented in a way to answer the research questions, confirm the hypotheses, and settle down the concerns. The absence of such information at the beginning causes challenges to comprehension of the findings. Findings were full of statstistics, but what is the statistics for? Also, elaboration of the statsitics is crucial.	I have adjusted the research objectives in the introduction to the description of the research results.	8
The dsicussion should be extended by viewing the results from different angles, comparing and contrasting with the previous studies reviewed in the literature, answering the research questions, confirming the hypotheses, and resolving the problems.	I add and replace with the following statement: The CCBCM stage indicates that there is a creative art at each step of the counseling. Creative arts at each stage of CCBCM are useful to maximize the counseling model to help counselees get out of their problems (Sherwood, 2018). Some literature calls it cognitive-behavioral art therapy (Rosal, 2001, 2016). The creative aspects of CCBCM have different effects on counseling services so that the counselee is happy and has a high interest in following the counseling process. Several previous studies have shown that the combination of CBC with creative arts can reduce counselee problems. One study shows that the integration of CBC with psychodrama can help counselees relieve moderate depression (Hamamci, 2006). However, this research has not explicitly identified the combination of creative arts with CBC to address the problem of self-regulated learning. The study also mentions psychodrama	

	explicitly as a creative art that supports the effectiveness of CBC. In the last few decades, psychodrama has become one of the promising creative arts to improve the quality of counseling services (Orkibi & Feniger-Schaal, 2019). Other studies suggest that the use of music can support the effectiveness of CBC to reduce millennial's academic anxiety (Situmorang et al., 2018). In this study, they are using active and passive music therapy as a creative art that supports CBC to reduce millennial's academic anxiety. The results showed that passive music therapy is more effective than active music therapy to support the effectiveness of CBC to reduce millennial's academic anxiety. The music itself becomes a creative arts modality that has the potential to help successful counseling (Gladding, 2011, 2016).	
The conclusion needs to make a summary of the key findings, present the research limitations, give implications, and provide directions for further studies.	I add and replace with the following statement: SRL is one aspect that can support student development optimally, both in the academic and non-academic fields. If SRL problems are not immediately addressed, it will harm various aspects of adolescent development. One effort that can be done by the counselor is the implementation of CBC combined with creative art, which in this study is called CCBCM. Creative art responds to criticisms posted at CBC, which are considered to be too abstract counseling approaches. Thus, the implementation of creative art in CBC can help the counselee more clearly understand the problems and decisions taken to get out of the problem. The results of this study conclude that CCBCM is categorized as feasible for counselors to help counselees improve SRL. Besides, CCBCM can also be used effectively to improve student SRL. Counselors can adopt CCBCM practices as counselor strategies to improve SRL students in schools. The limitation of this research lies in the trial of products that do not yet involve research subjects on a large scale. Thus, the generalization of research results is not yet broad in scope. The findings of this study should be the next research reference to	15

	integrate specific creative arts with CBC to improve each component of SRL.	
Experimental research should not include unpublished references as founding theories and scientific foundations. The author should critically think of the reliability of the references. Besides, they should follow APA citation style strictly.	I have fixed this	15
The paper needs further proofreading and editing. Although it generally looks fine, it shows discourse errors from a close exmination.	I have fixed this	
The plagiarim is at least 4%. I suggest a careful revision of the paper.	Thanks you very much	
Reviewer D		
The topic can be transformed to: “Creating Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning Among Muhammadiyah Vocational Middle School in Yogyakarta”	The Developmnet Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning of Student	1
Reconstruct this statement, it is not meaningful Student academic achievement is one of the goals to be attained by every student. Students need to develop good self-regulated learning (SRL) to support the achievement of learning achievement	Students in schools need the ability to self-regulated learning to support academic achievement.	1
This is not a research design or type rather this study is quasi-experimental study as pointed out on page 5 under research design.	I think this is a research design. This research supports to support the feasibility of the product based on guidance and counseling and product testing.	1
You need to highlight your research objective, research questions and research hypothesis before stating your results. Tell us the statistical techniques used to answer research questions and hypothesis tested.	This study aims to identify the acceptance of CCBCM based on expert guidance and counseling and product effectiveness testing	1
Highlight the conclusion of this study and some of your recommendations	The results from the study concluded that CCBCM was categorized as feasible to be applied by school counselors to develop students' SRL based on assessments by expert guidance and counseling. CCBCM can also effectively improve students' SRL. Counselors can use CCBCM as a counseling strategy to enhance students' SRL at school. Future studies should use specific creative arts that can support the effectiveness of CBC to improve students' SRL.	1

Arrange the key words alphabetically.	academic achievement, cognitive behavior counseling, counseling strategy, creative art, self-regulated learning	1
Reconstruct this statements: Character education that is emphasized in the era of the industrial revolution 4.0 is the school's emphasis on developing character strength in students. This character strength is a manifestation of the concept of positive psychology, in which a person needs to be seen from the good side rather than just seeing people from the bad side (Banicki, 2014; Niemiec & Wedding, 2014). Character strength possessed by students is believed and has been proven to support subjective well-being in adolescents (Gillham et al., 2011; Oliveira, Nunes, Legal, & Noronha, 2016; Yasmin, Natasha; Khan, 2017).	Character education in the era of industrial revolution 4.0 emphasizes the development of character strength in students. The strength of this character is a manifestation of the concept of positive psychology, where one needs to see the good side rather than just seeing the bad side of someone (Banicki, 2014; Niemiec & Wedding, 2014). The strength of student character supports subjective well-being in adolescents (Gillham et al., 2011; Oliveira et al., 2016; Yasmin, Natasha; Khan, 2017).	1
1. The issue or use of Cognitive-Behavior in educational counselling is already an act of creativity. The model is being used in medical (Psychiatric) clinic, for educationalists or counsellors to now use in education is welcome development and it is an act of creativity. 2. Creativity is NOT a variable in his study. Hence, your variable is Cognitive Behavior Therapy is being integrated by the counsellor to improve teaching and learning outcomes.	In some cases, counselors cannot only use cognitive-behavior therapy. Therefore, several studies add aspects of cerative art to increase the effectiveness of cognitive-behavior therapy. Check out some of the results of research in the discussion section, some recent studies add elements of creative art in cognitive-behavior therapy.	2
This is not a research design in any form. However, this a quasi-experimental research study.	y design is research and development. The last stage is testing the effectiveness of the product, the effectiveness of CCBCM in improving students' SRL. I have added the experimental design which is one part of the research and development that I do.	5
Is the instrument a self-designed, adopted or adapted? Who affirm the reliability of the instrument?	The first instrument is the Self-Regulated Learning Scale (SRLS), composed of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, classified as a very high category of reliability. The SRLS instrument is self-designed. The SRLS involves three aspects, namely, metacognition, motivational, and behaviorally active participants (Zimmerman, 1990).	6
As the researcher what are your functions in this study. Remember you are	Sixth, the researchers conducted a product trial to test the	7

carrying out quasi-experimental study.	effectiveness of CCBCM to enhance students' SRL. Seventh, researchers identify the effectiveness of CCBCM in improving students' SRL.	
Your analyses are not based on the research objectives, research questions nor research hypotheses. Not good enough the analysis and diuscussion of the findings have affected the conclusion.	I have adjusted the results of the research and discussion with the research objectives. I have adjusted conclution with the research objectives. The purpose of my research is: this study aims to develop CCBCM to improve students' SRL. This research and development formulate into five sub-objectives, namely (1) knowing the level of students' SRL; (2) formulating a hypothetical draft model (3) identifying product viability based on expert judgment and counseling assessments; (4) expressing the final product by making revisions based on the evaluations of guidance and counseling experts; and (5) identify the effectiveness of the product. Future studies can detect the use of creative arts specifically to support CBC to improve student SRL (Page 3).	7

The Development of Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning of Student

Students in schools need the ability to self-regulated learning to support academic achievement. This study aims to identify the acceptance of CCBCM based on expert guidance and counseling and product effectiveness testing. CCBCM is an integration of Cognitive Behavior Counseling (CBC) with creative art. The type of research used is research and development (RnD) by adapting the Borg and Gall formula which is limited to stages (1) problem identification; (2) formulation of a hypothetical draft model; (3) product feasibility testing by experts in guidance and counseling; (4) product revision; (5) test product effectiveness. The instrument used in this study was a self-regulated learning scale (SRLS) and expert assessment sheets about product viability. The results from the study concluded that CCBCM was categorized as feasible to be applied by school counselors to develop students' SRL based on assessments by expert guidance and counseling. CCBCM can also effectively improve students' SRL. Counselors can use CCBCM as a counseling strategy to enhance students' SRL at school. Future studies should use specific creative arts that can support the effectiveness of CBC to improve students' SRL.

Keywords: academic achievement, cognitive behavior counseling, counseling strategy, creative art, self-regulated learning

INTRODUCTION

Character education in the era of industrial revolution 4.0 emphasizes the development of character strength in students. The power of this character is a manifestation of the concept of positive psychology, where one needs to see the right side rather than just seeing the wrong side of someone (Banicki, 2014; Niemiec & Wedding, 2014). The strength of student character supports subjective well-being in adolescents (Gillham et al., 2011; Oliveira et al., 2016; Yasmin, Natasha; Khan, 2017).

One of the strengths that students need to have to navigate the challenge of this age is self-regulation (McGrath, 2015). Self-regulation character is behavior directed at the goals to be achieved by individuals, in which self-regulation has a relationship with self-control (Hofmann et al., 2012). Self-control is one small part of self-regulation (Hagger et al., 2010; Hofmann et al., 2012). Restraint has a goal to set aside impulses that can reduce the chances of achieving the goal. Some examples of self-regulation itself are regulating self-behavior to obtain achievement, personal goals, and reduce individual problems. An individual's failure to develop self-regulation can trigger many social and mental issues (Heatherton & Wagner, 2011).

The importance of self-regulation in the field of learning becomes an important variable that can facilitate students achieving academic achievement development (McClelland & Cameron, 2011; McClelland & Wanless, 2012; T. Vaughn, 2014). The concept of self-regulation in the field of learning is called Self-Regulated Learning (SRL). Students develop the ability of SRL to support the learning process at school. SRL encourages student achievement (Cetin, 2015; Dent & Koenka, 2016; Wolters & Hussain, 2015).

However, SRL problems become one of the issues that still occur in students. The results of research on vocational high-school students in Yogyakarta concluded that 7% of students had very low SRL; 21% of students have low SRL; 42% of students have moderate SRL; 23% of students have high SRL; and 7% of students have extremely high SRL (Saputra et al., 2018). The low condition of SRL on students has a negative impact if no intervention is given by those who have exclusive competence, which in this case, is the school counselor.

Low SRL hurts students. The impact of low SRL on students is the decrease in student academic achievement (Cetin, 2015). Besides, the low SRL also affects the level of academic performance of students in the learning process at school (Keyser & Viljoen, 2015; Lucieer et al., 2016). Other studies have concluded that low SRL has a broader impact, namely students' difficulties in achieving academic success (Bruso & Stefaniak, 2016; Sun et al., 2018).

Low SRL does not occur by itself but because of certain factors, namely the dysfunctional student's mind. Students who have low SRL tend to think dysfunctionally, so they cannot bring up a belief that they can do learning independently and optimally (Bjork et al., 2013). In other words, their dysfunctional thoughts are judgments about themselves that they are not able to complete a task with their abilities (Pajares, 2002).

Therefore, the intervention used to improve SRL is to implement Cognitive-Behavior Counseling (CBC). This counseling approach combines cognitive counseling with behavior, which assumes that the reorganization of mindset will have an impact on behavioral change (Corey, 2018). The counselor seeks to identify the forms of student thought that cause low levels of SRL and help to turn them into more functional mindsets so that their SRL can improve.

Several studies have shown the influence of CBC in improving students' SRL. The Cognitive-Behavioral Counseling Model online can be used to develop SRL middle school students (Nur Hidayah, 2013). However, not all students can access the use of online media and make good use of it. Therefore, CBC needs to be integrated with other elements to increase its effectiveness.

To increase the effectiveness of CBC, it needs to combine with creative arts. Therefore, in this research and development, the combination of creative arts with CBC is called the Creative Cognitive-Behavior Counseling Model (CCBCM). The CBC integration counseling model with creative arts requires counselors to be able to maximize their creativity and implement counseling services with many possibilities (Alhadi & Saputra, 2018). Creative art as an element that embodies the creativity of the counselor in providing counseling services to the counselee. Especially in the 21st century, it brings many new challenges and issues that make individual counseling more relevant and prominent in our society (Gladding, 2011, 2016; C. M. Rosen & Atkins, 2014).

The integration of CBC with creative arts aims to achieve changes in behavior in the counselee (Meyer, 2018), which in this case, is an increase in SRL. The integration of CBC with creative arts is expected to be an innovative counseling model and have a significant impact on behavioral changes in counselees (Alhadi & Saputra, 2018).

CCBCM will provide counselee insights (such as writing or painting) and new ways of counseling that lead to changes in counselee behavior (Gladding, 2016).

More concisely, this study aims to develop CCBCM to improve students' SRL. This research and development formulate into five sub-objectives, namely (1) knowing the level of students' SRL; (2) formulating a hypothetical draft model (3) identifying product viability based on expert judgment and counseling assessments; (4) expressing the final product by making revisions based on the evaluations of guidance and counseling experts; and (5) identify the effectiveness of the product. Future studies can detect the use of creative arts specifically to support CBC to improve student SRL.

CONTEXT AND REVIEW OF LITERATURE

Self-regulated learning

SRL is the ability of the human self to manage their learning patterns (Ormrod et al., 2016). SRL has a complex process because it consists of cognitive, motivational, and contextual elements (de Boer et al., 2013). Metacognition is one of the methods that control this element and the basis of self-regulation in learning. Self-regulation in learning is a combination of skills (skills) and desires (will). Strategic learners are learners who learn to plan, control and evaluate their cognitive, motivational or affective, contextual behavior and processes (Mukhid, 1998). Learners who know how to learn are learners who motivate themselves, know their possibilities and limitations, control and regulate learning processes so that they are accustomed to their goals and context, are optimistic about performance, and improve their skills through practice.

Students who can learn based on self-regulation compile a set of performance goals for themselves, give respect to themselves and make criticisms of themselves. A student is said to be able to regulate himself if his thoughts and actions are under his control and not under other people or the environment around him. Zimmerman's definition of SRL includes several characteristics. Namely, students are aware of their self-regulation process, know the process to improve academic achievement, provide feedback to themselves during the learning process, and monitor the effectiveness of learning methods or strategies. They have done and have a motivational component (Rosen, Glennie, Dalton, Lennon, & Bozick, 2010).

SRL has three main factors, namely, self-efficacy, motivation, and goals (Schunk, 2012). Self-efficacy refers to a person's beliefs about one's ability to learn or perform skills at a certain level. Motivation is something that moves an individual towards a goal, with the hope of getting results from that level and the confidence to do it. The objective is the criteria used by individuals to monitor the progress of their learning. Of the many notions of SRL, there are proven components that are most important in contributing to student performance in the classroom, namely metacognitive, motivational, and behavioral (Pintrich & De Groot, 1990; Zimmerman, 1989).

CCBCM

The issue of counseling is currently a hot topic in the international world, including in Indonesia. This issue is none other than the cause is the emergence of the various

problem's both national and global issues. These problems become one of the stimuli of the decline of the development of adolescents today who are experiencing extreme moral degradation.

The importance of the existence of counseling itself sometimes does not make counseling sessions a fun activity for the counselee. Even counselees will feel bored when dealing with counselors to conduct counseling sessions. One of the counseling factors becoming boring for counselees is that counselors rarely use creative and not multisensory tools (Jacobs, 1992). In other words, counselors often do conventional counseling. This method is often analogous to counseling that does not use creative tools. If the counselor does not use creative tools in counseling, the counselee will slowly leave the counselor. Creative aids in counseling many types, one of which is the current hot theme is creative arts (Gladding, 1992, 2011, 2016).

Counseling itself requires the creativity of the counselor to increase the effectiveness of counseling interventions given to counselees who have problems and make the counseling process not tedious (Cole & Sarnoff, 1980; Gladding, 1992, 2011, 2016). Counselors are required to be able to appear creative when providing meaningful counseling services for counselees. This demand is not something easy but requires extra effort for the counselor to be able to perform as a creative counselor. Moreover, there is a myth saying that humans are born with two possibilities. Namely, humans are born with creativity, and there are humans born without creativity (Plucker et al., 2004).

There are several reasons why counselors optimize the creative aspects of the counseling process, including, in this case, the CBC. Some ideas include (1) the counselor's primary tool helps the counselee become more integrated (congruence); (2) giving individuals new energy and reinforcement for behavior change; (3) provide motivation for counselees to remain able to focus for the implementation of BK services; (4) making counseling services more artistic (counseling is an art); (5) creating a brand new sense of self in the counselee to recover from adversity; (6) the counselee can conceptualize and duplicate useful activities; (7) increase socialization and cooperation; and (8) increasing the counselee's understanding of multiculturalism (Gladding, 2016).

The integration of creative arts with CBC in this study is called CCBCM. Through the creation of CCBCM, students can symbolically explain and describe their inner and outer world, how they interpret it, and how they feel the problems they experience. Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). This effort is proof that the integration of creative arts in Cognitive Behavior Counseling is essential to do. CCBCM itself covers the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions.

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000). Therefore, participation in counseling that includes creative arts is an opportunity for

young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

METHOD

Research design

This research is development research that aims to develop CCBCM as a counselor strategy to improve students' SRL. This research and development adapted the Borg and Gall pattern which is limited to five stages of research and development, namely (1) identification of the level of SRL behavior that is the basis of CCBCM development; (2) preparation of a hypothetical draft of CCBCM products to improve SRL; (3) an evaluation by the expert in guidance and counseling to assess the feasibility of the product; (4) product revisions based on two expert ratings; (5) product effectiveness test (Borg & Gall, 1983). The design in this product uses a type of quasi-experimental research design that involves two groups, namely the experimental and control groups. In contrast to the true-experimental design, the experimental and control groups in the quasi-experimental research design were not randomly assigned. In the experimental group using CCBCM intervention, and the control group using conventional counseling interventions. Figure 1 below presents a quasi-experimental design.

Groups	Pretest	Treatment	Post-test
Control	O1		O2
….. ….. ….	…. …..	….. …..	…. …. …..
Experimental Group	O1	X	O2

Where: O1 = Pretest of control and Experimental Groups
O2 = Post-test of control and Experimental Groups
…. = No randomization of subjects to groups
X = Intervention is given in form of treatment

Figure 1
Quasi-Experimental Research Design

Data collection

The research instruments used consisted of two types. The first instrument is the Self-Regulated Learning Scale (SRLS), composed of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, classified as a very high category of reliability. The SRLS instrument is self-designed. The SRLS involves three aspects, namely, metacognition, motivational, and behaviorally active participants (Zimmerman, 1990). The SRLS is used to measure the level of SRL before and after students are given CCBCM interventions. Table 1 describes aspects and indicators of SRLS instruments.

Table 1
SRLS indicator

Aspect	Indicator
Metacognition	The people have a desire to understand the subject matter received.
	Analyzing the subject matter obtained.
Motivational	Have a plan for learning programs
	Have the determination to carry out the learning schedule
Behaviorally active participants	Having control in carrying out the learning schedule
	Apply acquired knowledge

While the second instrument is an assessment sheet used by the expert in guidance and counseling to provide a feasibility assessment of the product, namely CCBCM. The expert evaluation sheets consist of 3 aspects, namely a general description of the product, product usability, and product accuracy. The assessment sheet for the product also allows experts to provide criticism and suggestions for the product.

Subject of study

In the identification stage of the SRL profile, the population involved was 804 students of the Muhammadiyah Vocational Middle School in the city of Yogyakarta, mainly class XI. The population in this study was 415 students. The sampling technique used is stratified random sampling.

In the feasibility testing of the product, it involves two experts in guidance and counseling. The characteristics of the experts to assess the feasibility of this product are (1) having a background in scientific guidance and counseling; (2) has a map of research on counseling innovation; (3) experts in the area of SRL problems.

At the product, the effectiveness tests stage, the subjects involved in this study were students who had very low and low SRL rates. Research subjects involved in the effectiveness test amounted to 12 students who were divided into two groups, namely the experimental and control groups.

Research stages

There are several stages in the implementation of this research. First, identify the student's SRL level by distributing SRLS instruments to students. The population in this study amounted to 804 students. The sampling technique used in this study was stratified random sampling, and the number of samples involved in this study was 415 students. Second, an initial draft of CCBCM to improve students' SRL. This draft covers the characteristics of students' SRL problems and the basic concepts of CBC. Third, a feasibility assessment by experts in guidance and counseling. The feasibility assessment of the product developed by involving an expert assessor, namely a lecturer from the Universitas Ahmad Dahlan, guidance and counseling study program with innovation and guidance counseling expertise. Besides, the assessment was also carried out by an expert in guidance and counseling who knows to provide counseling services to promote behavior change from counselees, primarily SRL. Fourth, respond to criticisms and suggestions that come from experts in the field of guidance and counseling. This revision is to improve product y, namely CCBCM, to improve SRL students. Sixth, the researchers conducted a product trial to test the effectiveness of

CCBCM to enhance students' SRL. Seventh, researchers identify the effectiveness of CCBCM in improving students' SRL.

Data analysis technique

The study uses data analysis techniques in the form of quantitative descriptive with percentages. Analysis of this data for the SRL level assessment of Muhammadiyah Vocational School students in Yogyakarta city, so that it would be known the percentage of students who had SRL levels in the very high, high, medium, low, and very low categories. Besides, the analysis of the inter-rater reliability (IRR) coefficients of Cohens' Kappa describes the level of feasibility of the product, namely CCBCM, to improve student SRL. As for the effectiveness test, the data analysis technique used is the Mann-Whitney U test. This data analysis technique to find out if there is a real difference between the average of two polls with the same distribution, through two independent samples taken from the two populations.

FINDINGS

The results of this research and development are abstracted into five main parts, namely (1) the student's SRL level; (2) hypothetical draft model; (3) the feasibility of a research product, namely CCBCM to improve students' SRL; (4) revision of the product; (5) product effectiveness test, namely CCBCM to enhance students' SRL.

The student's SRL level

The identification of SRL Muhammadiyah Vocational high-school students' level in Yogyakarta City, especially in class XI, was done by involving 415 samples taken by stratified random sampling. After a descriptive statistical analysis using SPSS help software on the SRL level, the scores range for very low categories (74-110), low (101-116), moderate (117-132), high (133-148), and very high (149-165).

Based on the recapitulation of SRL level measurements, that SRL students are in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the SRL level indicate that there are still SRL problems experienced by students. The question requires a solution. This study seeks to address these problems by developing CCBCM.

Hypothetical draft of CCBCM to enhance SRL

The hypothetical draft CCBCM was prepared as an initial product of the study. CBC, which is integrated with creative arts is named Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. The overall model is illustrated in the following chart (Figure 2).

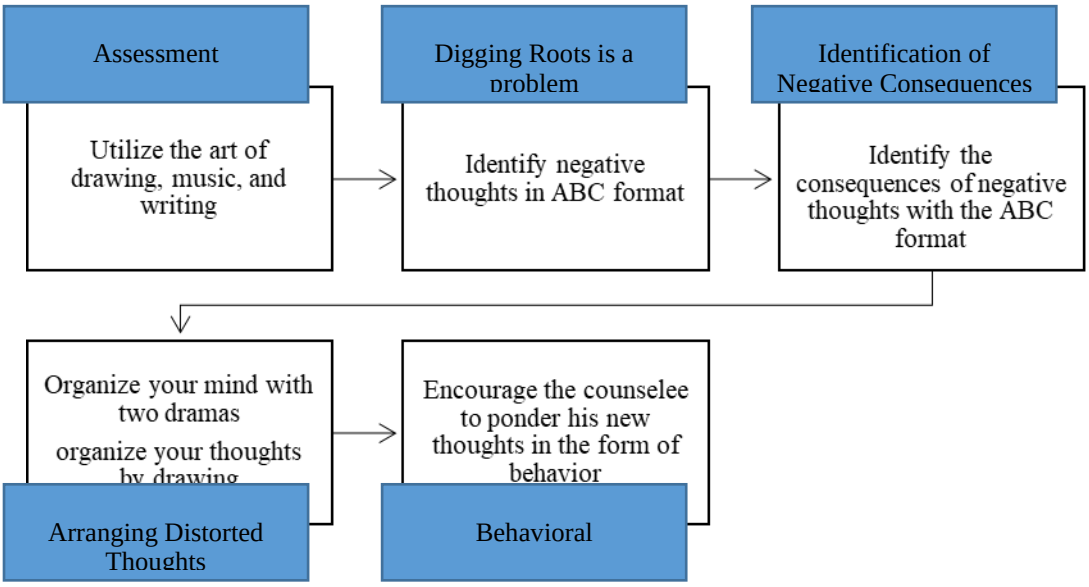

Figure 2
Creative cognitive behavior counseling model (CCBCM)

Feasibility of research products

CCBCM consists of five stages. This stage guides the counselor to implement CCBCM in the effort of the counselor to help the counselee get out of his problem; in this case, the emphasis is on increasing SRL. The focus on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. Changing this mindset can also encourage the counselee to change his behavior. The underlying assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

Product viability is tested by carrying out assessments by experts in guidance and counseling. The following table displays the results of the product feasibility assessment by experts in guidance and counseling (Table 2).

Table 2
Results of expert assessment of products

No	Aspect	Average Value
1	Product overview	3.07
2	The accuracy of the product for developing SRL students	3.27
3	The usefulness of the product for counselors to develop SRL students	3.1

This assessment is specially carried out by two experts (lecturer and researcher from the guidance and counseling study program). The average assessment result of expert assessors of the product is 3.18. To identify the feasibility of the product using the inter-rater reliability (IRR) analysis of the Cohens' Kappa coefficient on the agreement of two assessors. Based on the analysis using SPSS software, the results are as follows (Table 3).

Table 3
Analysis of the Cohens' Kappa coefficient

	Value	Asymptotic standard Error[a]	Approximation T[b]	Approximation significance
Measure of Agreement Kappa	.612	.076	7.788	.000
N of Valid Cases				

Analysis of the inter-rater reliability (IRR) coefficient of Cohen's Kappa also shows inter-rater reliability that is K = 0.612 with the strong category. The value of Cohen's kappa coefficient means that there is a strong agreement between two experts regarding the feasibility of the product. Asymptotic standard Error indicates standardized measurement errors. The smaller the magnitude of this coefficient, the more reliable the resulting measurement results. The significance value can be seen in the column of approximation significance, which is equal to 0,000. Because the significance value is smaller than the significance level used by 5% (0,000 <0.05), it is concluded that there is a significant agreement between two experts at a significance level of 5% for the product.

Product Revision

The initial product gets some criticism and suggestions from experts who assess the CCBCM hypothetic draft to improve SRL. Ideas from experts and follow-up are in table 4 below.

Table 4
Expert recommendations

No	Expert 1	Expert 2	Follow-up
1	The operational phase of the CCBCM needs to be arranged more operational	There needs to be an operational implementation of the CCBCM	Operate every stage of CCBCM to develop SRL
2	The integration of CBC and	The relationship between CBC	Add a rational

	creative arts needs to be sharpened	and creative arts needs to be clarified more clearly	combination of CBC with creative arts
3	The ease of use of the product for users needs to be explained more operationally	The ease of use of language should be noted	Readability test conducted by experts in the field of language
4	The use of other creative arts, such as poetry should be considered to strengthen CCBCM		Add one type of creative art, namely poetry combined with CBC

Test the effectiveness of the product

The next step is to test the effectiveness of the product. A product effectiveness test to test the effectiveness of CCBCM to improve SRL empirically. Before the treatment is carried out to measure the effectiveness of CCBCM, the first thing to do is to carry out a pretest to measure the student's SRL level before being given treatment at SMK Muhammadiyah 3 Yogyakarta.

Product trials tested the effectiveness of CCBCM to improve student SRL. To test the effectiveness of the product, 12 students who have the lowest SRL level will be two groups. Where one group becomes the control group (gets conventional counseling intervention), and one group becomes the experimental group (gets CCBCM intervention). The following results show the experimental test tables in the experimental and control groups (Table 5).

Table 5
Experimental group student data

No	Name	Pretest		Posttest	
		Score	Category		
1	KE 1	101	Very low	131	Medium
2	KE 2	100	Very low	130	Medium
3	KE 3	108	Low	139	Medium
4	KE 4	99	Very low	129	Medium
5	KE 5	110	Low	139	Medium
6	KE 6	109	Low	140	Medium

Tabel 6
Control group student data

No	Name	Pretest		Posttest	
		Score	Category	Score	Category
1	KK 1	107	Low	111	Low
2	KK 2	110	Low	114	Low
3	KK 3	101	Very low	105	Low
4	KK 4	100	Very low	104	Low
5	KK 5	98	Very low	103	Low
6	KK 6	112	Low	116	Low

Based on tables 5 and 6 above, they were analyzed using the Mann-Whitney U test. The following are the results of the calculations using the SPSS program.

Table 7
Ranks

	Strategy	N	Mean Rank	Sum of Ranks
SRL	CCBCM	6	9,50	57,00
	Conventional	6	3,50	21,00
	Total	12		

Table 7 shows that CCBCM interventions give higher average SRL learning ratings for students than students who get conventional counseling interventions. This means that the level of SRL students is higher after getting CCBCM intervention than students who get counseling interventions that are usually carried out by school counselors. This difference can be said to be significant if, in the Mann-Whitney test, the asymptotic significance (2-tailed) value is smaller than the alpha level of 0.05.

Table 8
Test Statistics

	SRL
Mann-Whitney U	.000
Wilcoxon W	21.000
Z	-2.887
asymptotic significance (2-tailed)	.004
Exact Significance [2*(1-tailed Significance)]	.002[b]

In table 8, the asymptotic significance (2-tailed) value produces a value of 0.004, which is smaller than alpha 0.05, so we can conclude that the average of the two groups is indeed significantly different. That is, CCBCM intervention becomes a more effective intervention model to improve the level of SRL of students than counseling that is commonly done by school counselors.

DISCUSSION

The findings of the problem in this study indicate that the SRL students in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the level of SRL indicate that there are still SRL problems experienced by students. The findings of this study also serve as indicators of the need for follow-up to deal with SRL problems.

SRL is a problem that needs to get a severe response. Moreover, learning activities today emphasize online learning that requires students' ability to organize themselves in learning (Adam et al., 2017; Broadbent & Poon, 2015; Littlejohn et al., 2016; Wong et al., 2019). At present, independent learning is an important aspect to support maximum academic achievement (Azlina, 2007; Broadbent & Poon, 2015; Cazan, 2014; Goradia & Bugarcic, 2017). Problems such as student failure in achieving learning goals, students who are frustrated with assignments, they are required to be able to apply new independent and self-directed learning (Zimmerman, 1990). Moreover, in today's learning, the aim is to free students from their need for teachers, so they can learn independently (Shurygin & Krasnova, 2016). To become independent learners, they are self-governing learners (Woolfolk & Woolfolk, 1995).

The product of this study is CCBCM for developing SRL students. The use of creative arts in cognitive behavior counseling can help students symbolically explain and describe their outside and inner world, how they interpret it, and how they feel the problems experienced (Gladding, 2016; Henderson, 2012). Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). Another research, the integration of rational emotive behavior therapy with creative arts, is also effectively used to increase student resilience and self-esteem (Roghanchi et al., 2013). This research is proof that the integration of creative arts in Cognitive Behavior Counseling is essential to do (Meyer, 2018).

The integration of creative arts with Cognitive Behavioral Counseling requires cognitive processes and creativity (Greenberg, 2000; Peterman et al., 2015). Therefore, participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

The integration of Cognitive Behavior Counseling with the creative arts in this product is called the Creative Cognitive Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment, (b) looking for root causes that come from negative thoughts, (c) counselors and counselees identify positive and negative consequences, (d) rearranging distorted beliefs, (e) behavioral interventions. This counseling model to help students develop SRL, but can also be used to help students overcome other problems such as aggressive behavior, anxiety, and other issues by modifying CCBCM.

The creative cognitive behavior counseling model in the implementation of counseling consists of five stages. This stage guides the counselor to implement CCBCM in the counselor's effort to help the counselee get out of his problem, especially SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset can encourage the counselee to alter his behavior (Dobson & Dobson, 2018; Ivey et al., 1987). The underlying assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

The first stage of CCBCM is the identification of counselee problems. Identify this problem to help the counselee express problems that are seen and felt by the counselee. Identification of issues in the counselee can be made by first building a good relationship with the counselee (Kiselica & Englar-Carlson, 2011; Mack, 2017). At this stage, some creative arts can be used, such as visual arts, music, poetry, and writing. The counselee can be encouraged by the counselor to express the problems he feels in the form of visual art (Chibbaro & Camacho, 2011), music (Situmorang, 2018), poetry (Brillantes-Evangelista, 2013), and writing (Crocket, 2010). The results of the identification of problems at this stage, according to Albert Ellis's view, are classified as activation events (A) in ABC format (Corey, 2018). The ABC format itself consists of

A (Activating event), B (belief), and C (emotional and behavioral consequences) (Corey, 2018).

The second stage of CCBCM is to find the root of the problem that has negative thoughts. The issue presented is a problem that is seen and felt by the counselee, but the counselee may express it is not the root of the counselee's problem. Based on the CBC's view, the source of the counselee's problem lies in the cognitive of the counselee, which gives rise to negative thoughts (Craske, 2014; Dobson & Dobson, 2018). Albert Ellis's view, this is a belief (B), which Ellis divides it into two, namely negative and positive thoughts (Corey, 2018; Ivey et al., 1987). At this stage, the counselor helps the counselee to realize negative dreams that are the cause of the low SRL by using ABC format media.

The third stage of CCBCM is the counselor, and counselee identifies the negative consequences of the counselee's problem. Albert Ellis categorizes this element as a Consequence (C) both in the form of behavior and feelings (Corey, 2018; Malkinson, 2010). Identifying the counselee's consequences when they think negatively will help the counselee realize that his mind will have negative consequences if it continues. At this stage, identify the negative consequences of the counselee's problem using ABC format media.

The fourth stage of CCBCM is to rearrange distorted beliefs. This stage is the core stage of the counseling process carried out. The counselor helps the counselee to realize his negative thoughts and replace them with positive thoughts. These positive thoughts can bridge the counselee to also behave positively according to the goals to be achieved by the counselee (Corey, 2018; Ivey et al., 1987; Ruggiero et al., 2014). The process of changing negative thought patterns into more positive ones requires active counselee participation to be able to change according to the counseling goals.

Changing the counselee's negative mindset to become more definite can be achieved by the counselor with the implementation of two dramas. The drama has a goal to increase the involvement and motivation of counselees to overcome their problems (Karnezi, 2014). The drama becomes one of the creative arts that can be combined with CBC to reduce aggressive behavior through anger management techniques (Blacker et al., 2008). One drama, the counselor, conditions the counselee to think negatively. In one other drama, the counselor conditions the counselee to think positively. The results from the drama simulation, the counselor can help the counselee to reflect on the drama simulation that has been played and can make the drama as a model for positive thinking.

In addition to the two dramas, the counselor can also maximize visual arts to help the counselee change his negative thought patterns into positive ones. Art, for example, visual art, is used to answering criticisms of the CBC process, which are considered too abstract, especially the counselor is an adolescent (Gladding, 2011, 2016; Morris, 2014). Visual art media such as drawing, painting, making symbolic objects from materials, and collages are proven to be used to help counselees reduce self-harming behavior (Whisenhunt & Kress, 2013). The counselor can ask the counselee to describe his psychological condition on a paper when the counselee thinks negatively. Then the

counselor also encourages the counselee to express the mental health if the counselee seems to think positively. As a result of that description, the counselor can facilitate the counselee to change the mindset of negative and positive thoughts.

The fifth stage of CCBCM is the behavioral intervention. At this stage, the counselor encourages the counselee to make a commitment to the change in his mindset and bring up in the form of behavior (Aharonovich et al., 2008). This commitment is essential for the counselee to remain consistent in displaying more positive action as a result of changing the mindset of the counselee, who initially thinks negatively to be positive.

The CCBCM stage indicates that there is a creative art at each step of the counseling. Creative arts at each stage of CCBCM are useful to maximize the counseling model to help counselees get out of their problems (Sherwood, 2018). Some literature calls it cognitive-behavioral art therapy (Rosal, 2001, 2016). The creative aspects of CCBCM have different effects on counseling services so that the counselee is happy and has a high interest in following the counseling process.

Several previous studies have shown that the combination of CBC with creative arts can reduce counselee problems. One study shows that the integration of CBC with psychodrama can help counselees relieve moderate depression (Hamamci, 2006). However, this research has not explicitly identified the combination of creative arts with CBC to address the problem of self-regulated learning. The study also mentions psychodrama explicitly as a creative art that supports the effectiveness of CBC. In the last few decades, psychodrama has become one of the promising creative arts to improve the quality of counseling services (Orkibi & Feniger-Schaal, 2019).

Other studies suggest that the use of music can support the effectiveness of CBC to reduce millennial's academic anxiety (Situmorang et al., 2018). In this study, they are using active and passive music therapy as a creative art that supports CBC to reduce millennial's academic anxiety. The results showed that passive music therapy is more effective than active music therapy to support the effectiveness of CBC to reduce millennial's academic anxiety. The music itself becomes a creative arts modality that has the potential to help successful counseling (Gladding, 2011, 2016).

The limitation of this research lies in the limited product trials. Thus, the reliability of CCBCM cannot be generalized broadly that CCBCM can be used to improve students' SRL. Therefore, it is recommended in future studies to conduct more extensive trials to test the reliability of CCBCM for developing students' SRL. The influence of CCBCM on every aspect of SRL also needs to be identified to obtain more comprehensive research findings.

CONCLUSION

SRL is one aspect that can support student development optimally, both in the academic and non-academic fields. The problem of SRL hurts various aspects of adolescent development if it does not get severe treatment. One effort that can be done by the counselor is the implementation of CBC combined with creative art, which in this study is called CCBCM. Creative arts responds to criticism of CBC, which is an approach that is too abstract counseling. Thus, the implementation of creative art in CBC can help the

counselee more clearly understand the problems and decisions taken to get out of the problem. The results of this study conclude that CCBCM is categorized as feasible for counselors to help counselees improve SRL. Besides, CCBCM can also effectively to enhance student SRL. Counselors can adapt CCBCM practices as counselor strategies to improve SRL students in schools. The limitation of this research lies in the trial of products that do not yet involve research subjects on a large scale. Thus, the generalization of research results is not yet broad in scope. The findings of this study should be the next research reference to integrate specific creative arts with CBC to improve each component of SRL.

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Wahyu Nanda Eka Saputra <wahyu.saputra@bk.uad.ac.id>

Re: Amendments: Acceptance

14 messages

International Journal of Instruction <editor.eiji@gmail.com> Fri, Sep 18, 2020 at 5:51 AM
To: Sofwan Adiputra <sofwan@konselor.org>, wahyu.saputra@bk.uad.ac.id, said.alhadi@bk.uad.ac.id, agus.supriyanto@bk.uad.ac.id

Dear author

" Article 150320 "

This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in the April 2021 issue.

We wish you all the best.

Editorial

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From: "sofwan" <sofwan@konselor.org>
To: "iji" <iji@ogu.edu.tr>
Sent: Sunday, September 13, 2020 5:04:49 PM
Subject: Re: Amendments

Dear Editor IJI

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On Tue, 26 May 2020 at 21:19, Sofwan Adiputra <sofwan@konselor.org> wrote:

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>
> Thank you for your information. We have completed the revision of this manuscript and will wait for further information. We are very happy to have reached this stage. Thanks.
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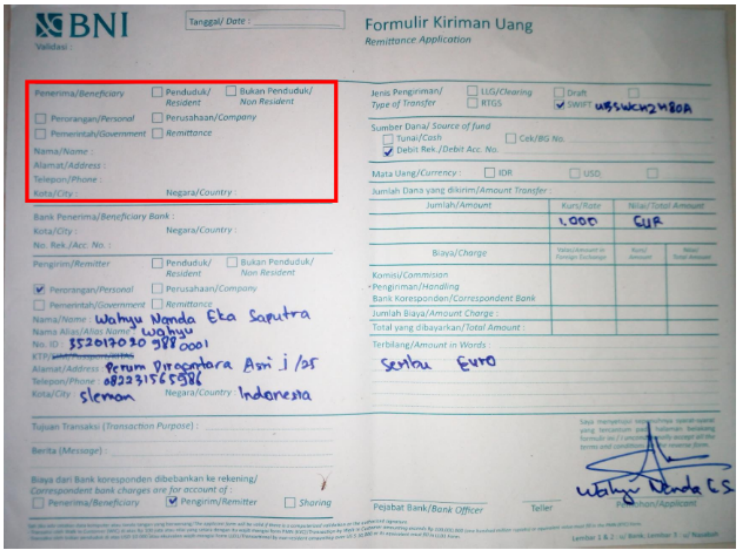

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The Development of Creative Cognitive-Behavior Counseling Model as a Strategy to Improve Self-Regulated Learning of Student

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Students in schools need the ability to self-regulated learning (SRL) to support academic achievement. This study aims to identify the acceptance of the Creative Cognitive-Behavior Counseling Model (CCBCM) based on expert guidance and counseling and product effectiveness testing. CCBCM is an integration of Cognitive Behavior Counseling (CBC) with creative art. The type of research used is research and development (RnD) by adapting the Borg and Gall formula which is limited to stages (1) problem identification; (2) formulation of a hypothetical draft model; (3) product feasibility testing by experts in guidance and counseling; (4) product revision; (5) test product effectiveness. The instrument used in this study was a self-regulated learning scale (SRLS) and expert assessment sheets about product viability. The results from the study concluded that CCBCM was categorized as feasible to be applied by school counselors to develop students' SRL based on assessments by expert guidance and counseling. CCBCM can also effectively improve students' SRL. Counselors can use CCBCM as a counseling strategy to enhance students' SRL at school.

Keywords: academic achievement, cognitive behavior counseling, counseling strategy, creative art, self-regulated learning

INTRODUCTION

Character education in the era of industrial revolution 4.0 emphasizes the development of character strength in students. The power of this character is a manifestation of the concept of positive psychology, where one needs to see the right side rather than just seeing the wrong side of someone (Banicki, 2014; Niemiec & Wedding, 2014). The strength of student character supports subjective well-being in adolescents (Gillham et al., 2011; Oliveira et al., 2016; Yasmin, Natasha; Khan, 2017).

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One of the strengths that students need to have to navigate the challenge of this age is self-regulation (McGrath, 2015). Self-regulation character is behavior directed at the goals to be achieved by individuals, in which self-regulation has a relationship with self-control (Hofmann et al., 2012). Self-control is one small part of self-regulation (Hagger et al., 2010; Hofmann et al., 2012). Restraint has a goal to set aside impulses that can reduce the chances of achieving the goal. Some examples of self-regulation itself are regulating self-behavior to obtain achievement, personal goals, and reduce individual problems. An individual's failure to develop self-regulation can trigger many social and mental issues (Heatherton & Wagner, 2011).

The importance of self-regulation in the field of learning becomes an important variable that can facilitate students achieving academic achievement development (McClelland & Cameron, 2011; McClelland & Wanless, 2012; T. Vaughn, 2014). The concept of self-regulation in the field of learning is called Self-Regulated Learning (SRL). Students develop the ability of SRL to support the learning process at school. SRL encourages student achievement (Cetin, 2015; Dent & Koenka, 2016; Wolters & Hussain, 2015).

However, SRL problems become one of the issues that still occur in students. The results of research on vocational high-school students in Yogyakarta concluded that 7% of students had very low SRL; 21% of students have low SRL; 42% of students have moderate SRL; 23% of students have high SRL; and 7% of students have extremely high SRL (Saputra et al., 2018). The low condition of SRL on students has a negative impact if no intervention is given by those who have exclusive competence, which in this case, is the school counselor.

Low SRL hurts students. The impact of low SRL on students is the decrease in student academic achievement (Cetin, 2015). Besides, the low SRL also affects the level of academic performance of students in the learning process at school (Keyser & Viljoen, 2015; Lucieer et al., 2016). Other studies have concluded that low SRL has a broader impact, namely students' difficulties in achieving academic success (Bruso & Stefaniak, 2016; Sun et al., 2018).

Low SRL does not occur by itself but because of certain factors, namely the dysfunctional student's mind. Students who have low SRL tend to think dysfunctionally, so they cannot bring up a belief that they can do learning independently and optimally (Bjork et al., 2013). In other words, their dysfunctional thoughts are judgments about themselves that they are not able to complete a task with their abilities (Pajares, 2002).

Therefore, the intervention used to improve SRL is to implement Cognitive-Behavior Counseling (CBC). This counseling approach combines cognitive counseling with behavior, which assumes that the reorganization of mindset will have an impact on behavioral change (Corey, 2018). The counselor seeks to identify the forms of student thought that cause low levels of SRL and help to turn them into more functional mindsets so that their SRL can improve.

Several studies have shown the influence of CBC in improving students' SRL. The Cognitive-Behavioral Counseling Model online can be used to develop SRL middle school students (Nur Hidayah, 2013). However, not all students can access the use of

online media and make good use of it. Therefore, CBC needs to be integrated with other elements to increase its effectiveness.

To increase the effectiveness of CBC, it needs to combine with creative arts. Therefore, in this research and development, the combination of creative arts with CBC is called the Creative Cognitive-Behavior Counseling Model (CCBCM). The CBC integration counseling model with creative arts requires counselors to be able to maximize their creativity and implement counseling services with many possibilities (Alhadi & Saputra, 2018). Creative art as an element that embodies the creativity of the counselor in providing counseling services to the counselee. Especially in the 21st century, it brings many new challenges and issues that make individual counseling more relevant and prominent in our society (Gladding, 2011, 2016; C. M. Rosen & Atkins, 2014).

The integration of CBC with creative arts aims to achieve changes in behavior in the counselee (Meyer, 2018), which in this case, is an increase in SRL. The integration of CBC with creative arts is expected to be an innovative counseling model and have a significant impact on behavioral changes in counselees (Alhadi & Saputra, 2018). CCBCM will provide counselee insights (such as writing or painting) and new ways of counseling that lead to changes in counselee behavior (Gladding, 2016).

More concisely, this study aims to develop CCBCM to improve students' SRL. This research and development formulate into five sub-objectives, namely (1) knowing the level of students' SRL; (2) formulating a hypothetical draft model (3) identifying product viability based on expert judgment and counseling assessments; (4) expressing the final product by making revisions based on the evaluations of guidance and counseling experts; and (5) identify the effectiveness of the product. Future studies can detect the use of creative arts specifically to support CBC to improve student SRL.

CONTEXT AND REVIEW OF LITERATURE

Self-regulated learning

SRL is the ability of the human self to manage their learning patterns (Ormrod et al., 2016). SRL has a complex process because it consists of cognitive, motivational, and contextual elements (de Boer et al., 2013). Metacognition is one of the methods that control this element and the basis of self-regulation in learning. Self-regulation in learning is a combination of skills (skills) and desires (will). Strategic learners are learners who learn to plan, control and evaluate their cognitive, motivational or affective, contextual behavior and processes (Mukhid, 1998). Learners who know how to learn are learners who motivate themselves, know their possibilities and limitations, control and regulate learning processes so that they are accustomed to their goals and context, are optimistic about performance, and improve their skills through practice.

Students who can learn based on self-regulation compile a set of performance goals for themselves, give respect to themselves and make criticisms of themselves. A student is said to be able to regulate himself if his thoughts and actions are under his control and not under other people or the environment around him. Zimmerman's definition of SRL includes several characteristics. Namely, students are aware of their self-regulation

process, know the process to improve academic achievement, provide feedback to themselves during the learning process, and monitor the effectiveness of learning methods or strategies. They have done and have a motivational component (Rosen, Glennie, Dalton, Lennon, & Bozick, 2010).

SRL has three main factors, namely, self-efficacy, motivation, and goals (Schunk, 2012). Self-efficacy refers to a person's beliefs about one's ability to learn or perform skills at a certain level. Motivation is something that moves an individual towards a goal, with the hope of getting results from that level and the confidence to do it. The objective is the criteria used by individuals to monitor the progress of their learning. Of the many notions of SRL, there are proven components that are most important in contributing to student performance in the classroom, namely metacognitive, motivational, and behavioral (Pintrich & De Groot, 1990; Zimmerman, 1989).

CCBCM

The issue of counseling is currently a hot topic in the international world, including in Indonesia. This issue is none other than the cause is the emergence of the various problem's both national and global issues. These problems become one of the stimuli of the decline of the development of adolescents today who are experiencing extreme moral degradation.

The importance of the existence of counseling itself sometimes does not make counseling sessions a fun activity for the counselee. Even counselees will feel bored when dealing with counselors to conduct counseling sessions. One of the counseling factors becoming boring for counselees is that counselors rarely use creative and not multisensory tools (Jacobs, 1992). In other words, counselors often do conventional counseling. This method is often analogous to counseling that does not use creative tools. If the counselor does not use creative tools in counseling, the counselee will slowly leave the counselor. Creative aids in counseling many types, one of which is the current hot theme is creative arts (Gladding, 1992, 2011, 2016).

Counseling itself requires the creativity of the counselor to increase the effectiveness of counseling interventions given to counselees who have problems and make the counseling process not tedious (Cole & Sarnoff, 1980; Gladding, 1992, 2011, 2016). Counselors are required to be able to appear creative when providing meaningful counseling services for counselees. This demand is not something easy but requires extra effort for the counselor to be able to perform as a creative counselor. Moreover, there is a myth saying that humans are born with two possibilities. Namely, humans are born with creativity, and there are humans born without creativity (Plucker et al., 2004).

There are several reasons why counselors optimize the creative aspects of the counseling process, including, in this case, the CBC. Some ideas include (1) the counselor's primary tool helps the counselee become more integrated (congruence); (2) giving individuals new energy and reinforcement for behavior change; (3) provide motivation for counselees to remain able to focus for the implementation of BK services; (4) making counseling services more artistic (counseling is an art); (5) creating a brand new sense of self in the counselee to recover from adversity; (6) the counselee can conceptualize and

duplicate useful activities; (7) increase socialization and cooperation; and (8) increasing the counselee's understanding of multiculturalism (Gladding, 2016).

The integration of creative arts with CBC in this study is called CCBCM. Through the creation of CCBCM, students can symbolically explain and describe their inner and outer world, how they interpret it, and how they feel the problems they experience. Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). This effort is proof that the integration of creative arts in Cognitive Behavior Counseling is essential to do. CCBCM itself covers the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions.

Counseling by involving creative arts and Cognitive Behavior Counseling can be integrated because both require cognitive processes and creativity (Greenberg, 2000). Therefore, participation in counseling that includes creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

METHOD

Research design

This research is development research that aims to develop CCBCM as a counselor strategy to improve students' SRL. This research and development adapted the Borg and Gall pattern which is limited to five stages of research and development, namely (1) identification of the level of SRL behavior that is the basis of CCBCM development; (2) preparation of a hypothetical draft of CCBCM products to improve SRL; (3) an evaluation by the expert in guidance and counseling to assess the feasibility of the product; (4) product revisions based on two expert ratings; (5) product effectiveness test (Borg & Gall, 1983). The design in this product uses a type of quasi-experimental research design that involves two groups, namely the experimental and control groups. In contrast to the true-experimental design, the experimental and control groups in the quasi-experimental research design were not randomly assigned. In the experimental group using CCBCM intervention, and the control group using conventional counseling interventions. Figure 1 below presents a quasi-experimental design.

Groups	Pretest	Treatment	Post-test
Control	O1		O2
….. ….. ….	…. …..	….. …..	…. …. …..
Experimental Group	O1	X	O2

Where: O1 = Pretest of control and Experimental Groups
O2 = Post-test of control and Experimental Groups
…. = No randomization of subjects to groups
X = Intervention is given in form of treatment

Figure 1
Quasi-Experimental research design

Data collection

The research instruments used consisted of two types. The first instrument is the Self-Regulated Learning Scale (SRLS), composed of 43 items that have been declared valid with a coefficient of 0.270 to 0.655 after testing the validity of the product-moment correlation formula. While the results of reliability testing using the Cronbach alpha formula showed a coefficient of 0.902, classified as a very high category of reliability. The SRLS instrument is self-designed. The SRLS involves three aspects, namely, metacognition, motivational, and behaviorally active participants (Zimmerman, 1990). The SRLS is used to measure the level of SRL before and after students are given CCBCM interventions. Table 1 describes aspects and indicators of SRLS instruments.

Table 1
SRLS indicator

Aspect	Indicator
Metacognition	The people have a desire to understand the subject matter received.
	Analyzing the subject matter obtained.
Motivational	Have a plan for learning programs
	Have the determination to carry out the learning schedule
Behaviorally active participants	Having control in carrying out the learning schedule
	Apply acquired knowledge

While the second instrument is an assessment sheet used by the expert in guidance and counseling to provide a feasibility assessment of the product, namely CCBCM. The expert evaluation sheets consist of 3 aspects, namely a general description of the product, product usability, and product accuracy. The assessment sheet for the product also allows experts to provide criticism and suggestions for the product.

Subject of study

In the identification stage of the SRL profile, the population involved was 804 students of the Muhammadiyah Vocational Middle School in the city of Yogyakarta, mainly class XI. The population in this study was 415 students. The sampling technique used is stratified random sampling.

In the feasibility testing of the product, it involves two experts in guidance and counseling. The characteristics of the experts to assess the feasibility of this product are (1) having a background in scientific guidance and counseling; (2) has a map of research on counseling innovation; (3) experts in the area of SRL problems.

At the product, the effectiveness tests stage, the subjects involved in this study were students who had very low and low SRL rates. Research subjects involved in the effectiveness test amounted to 12 students who were divided into two groups, namely the experimental and control groups.

Research stages

There are several stages in the implementation of this research. First, identify the student's SRL level by distributing SRLS instruments to students. The population in this

study amounted to 804 students. The sampling technique used in this study was stratified random sampling, and the number of samples involved in this study was 415 students. Second, an initial draft of CCBCM to improve students' SRL. This draft covers the characteristics of students' SRL problems and the basic concepts of CBC. Third, a feasibility assessment by experts in guidance and counseling. The feasibility assessment of the product developed by involving an expert assessor, namely a lecturer from the Universitas Ahmad Dahlan, guidance and counseling study program with innovation and guidance counseling expertise. Besides, the assessment was also carried out by an expert in guidance and counseling who knows to provide counseling services to promote behavior change from counselees, primarily SRL. Fourth, respond to criticisms and suggestions that come from experts in the field of guidance and counseling. This revision is to improve product y, namely CCBCM, to improve SRL students. Sixth, the researchers conducted a product trial to test the effectiveness of CCBCM to enhance students' SRL. Seventh, researchers identify the effectiveness of CCBCM in improving students' SRL.

Data analysis technique

The study uses data analysis techniques in the form of quantitative descriptive with percentages. Analysis of this data for the SRL level assessment of Muhammadiyah Vocational School students in Yogyakarta city, so that it would be known the percentage of students who had SRL levels in the very high, high, medium, low, and very low categories. Besides, the analysis of the inter-rater reliability (IRR) coefficients of Cohens' Kappa describes the level of feasibility of the product, namely CCBCM, to improve student SRL. As for the effectiveness test, the data analysis technique used is the Mann-Whitney U test. This data analysis technique to find out if there is a real difference between the average of two polls with the same distribution, through two independent samples taken from the two populations.

FINDINGS

The results of this research and development are abstracted into five main parts, namely (1) the student's SRL level; (2) hypothetical draft model; (3) the feasibility of a research product, namely CCBCM to improve students' SRL; (4) revision of the product; (5) product effectiveness test, namely CCBCM to enhance students' SRL.

The student's SRL level

The identification of SRL Muhammadiyah Vocational high-school students' level in Yogyakarta City, especially in class XI, was done by involving 415 samples taken by stratified random sampling. After a descriptive statistical analysis using SPSS help software on the SRL level, the scores range for very low categories (74-110), low (101-116), moderate (117-132), high (133-148), and very high (149-165).

Based on the recapitulation of SRL level measurements, that SRL students are in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the SRL level indicate that there are still SRL problems experienced by students. The

question requires a solution. This study seeks to address these problems by developing CCBCM.

Hypothetical draft of CCBCM to enhance SRL

The hypothetical draft CCBCM was prepared as an initial product of the study. CBC, which is integrated with creative arts is named Creative Cognitive-Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment; (b) looking for root causes that come from negative thoughts; (c) counselors and counselees identify positive and negative consequences; (d) rearranging distorted beliefs; (e) behavioral interventions. The overall model is illustrated in the following chart (Figure 2).

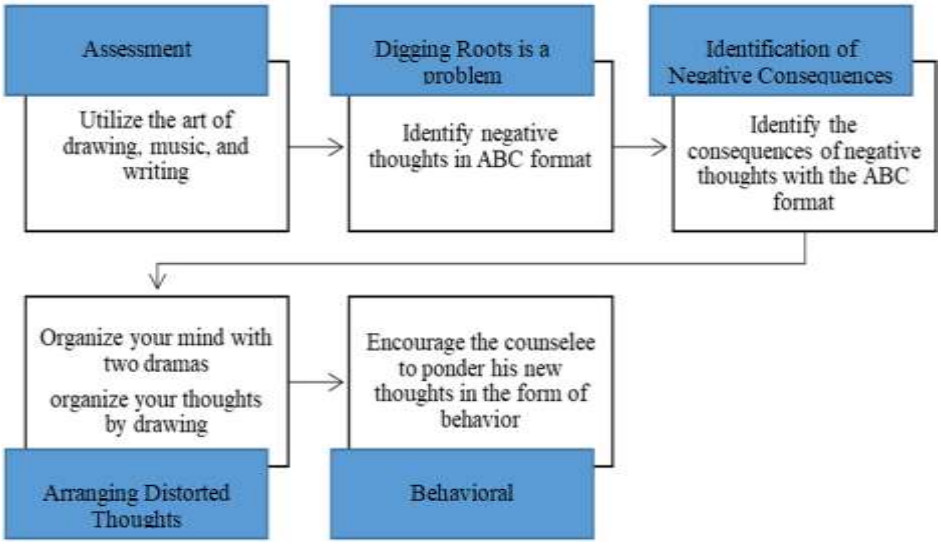

Figure 2
Creative cognitive behavior counseling model (CCBCM)

Feasibility of research products

CCBCM consists of five stages. This stage guides the counselor to implement CCBCM in the effort of the counselor to help the counselee get out of his problem; in this case, the emphasis is on increasing SRL. The focus on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. Changing this mindset can also encourage the counselee to change his behavior. The underlying assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

Product viability is tested by carrying out assessments by experts in guidance and counseling. The following table displays the results of the product feasibility assessment by experts in guidance and counseling (Table 2).

Table 2
Results of expert assessment of products

No	Aspect	Average Value
1	Product overview	3.07
2	The accuracy of the product for developing SRL students	3.27
3	The usefulness of the product for counselors to develop SRL students	3.1

This assessment is specially carried out by two experts (lecturer and researcher from the guidance and counseling study program). The average assessment result of expert assessors of the product is 3.18. To identify the feasibility of the product using the inter-rater reliability (IRR) analysis of the Cohens' Kappa coefficient on the agreement of two assessors. Based on the analysis using SPSS software, the results are as follows (Table 3).

Table 3
Analysis of the Cohens' Kappa coefficient

	Value	Asymptotic standard Error[a]	Approximation T[b]	Approximation significance
Measure of Agreement Kappa	.612	.076	7.788	.000
N of Valid Cases				

Analysis of the inter-rater reliability (IRR) coefficient of Cohen's Kappa also shows inter-rater reliability that is K = 0.612 with the strong category. The value of Cohen's kappa coefficient means that there is a strong agreement between two experts regarding the feasibility of the product. Asymptotic standard Error indicates standardized measurement errors. The smaller the magnitude of this coefficient, the more reliable the resulting measurement results. The significance value can be seen in the column of approximation significance, which is equal to 0,000. Because the significance value is smaller than the significance level used by 5% (0,000 <0.05), it is concluded that there is a significant agreement between two experts at a significance level of 5% for the product.

Product Revision

The initial product gets some criticism and suggestions from experts who assess the CCBCM hypothetic draft to improve SRL. Ideas from experts and follow-up are in table 4 below.

Table 4
Expert recommendations

No	Expert 1	Expert 2	Follow-up
1	The operational phase of the CCBCM needs to be arranged more operational	There needs to be an operational implementation of the CCBCM	Operate every stage of CCBCM to develop SRL
2	The integration of CBC and creative arts needs to be sharpened	The relationship between CBC and creative arts needs to be clarified more clearly	Add a rational combination of CBC with creative arts
3	The ease of use of the product for users needs to be explained more operationally	The ease of use of language should be noted	Readability test conducted by experts in the field of language
4	The use of other creative arts, such as poetry should be considered to strengthen CCBCM		Add one type of creative art, namely poetry combined with CBC

Test the effectiveness of the product

The next step is to test the effectiveness of the product. A product effectiveness test to test the effectiveness of CCBCM to improve SRL empirically. Before the treatment is carried out to measure the effectiveness of CCBCM, the first thing to do is to carry out a pretest to measure the student's SRL level before being given treatment at SMK Muhammadiyah 3 Yogyakarta.

Product trials tested the effectiveness of CCBCM to improve student SRL. To test the effectiveness of the product, 12 students who have the lowest SRL level will be two groups. Where one group becomes the control group (gets conventional counseling intervention), and one group becomes the experimental group (gets CCBCM intervention). The following results show the experimental test tables in the experimental and control groups (Table 5).

Table 5
Experimental group student data

No	Name	Pretest		Posttest	
		Score	Category		
1	KE 1	101	Very low	131	Medium
2	KE 2	100	Very low	130	Medium
3	KE 3	108	Low	139	Medium
4	KE 4	99	Very low	129	Medium
5	KE 5	110	Low	139	Medium
6	KE 6	109	Low	140	Medium

Tabel 6
Control group student data

No	Name	Pretest		Posttest	
		Score	Category	Score	Category
1	KK 1	107	Low	111	Low
2	KK 2	110	Low	114	Low
3	KK 3	101	Very low	105	Low
4	KK 4	100	Very low	104	Low
5	KK 5	98	Very low	103	Low
6	KK 6	112	Low	116	Low

Based on tables 5 and 6 above, they were analyzed using the Mann-Whitney U test. The following are the results of the calculations using the SPSS program.

Table 7
Ranks

	Strategy	N	Mean Rank	Sum of Ranks
SRL	CCBCM	6	9,50	57,00
	Conventional	6	3,50	21,00
	Total	12		

Table 7 shows that CCBCM interventions give higher average SRL learning ratings for students than students who get conventional counseling interventions. This means that the level of SRL students is higher after getting CCBCM intervention than students who get counseling interventions that are usually carried out by school counselors. This difference can be said to be significant if, in the Mann-Whitney test, the asymptotic significance (2-tailed) value is smaller than the alpha level of 0.05.

Table 8
Test statistics

	SRL
Mann-Whitney U	.000
Wilcoxon W	21.000
Z	-2.887
asymptotic significance (2-tailed)	.004
Exact Significance [2*(1-tailed Significance)]	.002[b]

In table 8, the asymptotic significance (2-tailed) value produces a value of 0.004, which is smaller than alpha 0.05, so we can conclude that the average of the two groups is indeed significantly different. That is, CCBCM intervention becomes a more effective intervention model to improve the level of SRL of students than counseling that is commonly done by school counselors.

DISCUSSION

The findings of the problem in this study indicate that the SRL students in the very low category by 7%, the low category by 21%, the moderate category by 42%, the high category by 23%, and the very high category by 7%. The results of research on the level of SRL indicate that there are still SRL problems experienced by students. The findings of this study also serve as indicators of the need for follow-up to deal with SRL problems.

SRL is a problem that needs to get a severe response. Moreover, learning activities today emphasize online learning that requires students' ability to organize themselves in learning (Adam et al., 2017; Broadbent & Poon, 2015; Littlejohn et al., 2016; Wong et al., 2019). At present, independent learning is an important aspect to support maximum academic achievement (Azlina, 2007; Broadbent & Poon, 2015; Cazan, 2014; Goradia & Bugarcic, 2017). Problems such as student failure in achieving learning goals, students who are frustrated with assignments, they are required to be able to apply new independent and self-directed learning (Zimmerman, 1990). Moreover, in today's learning, the aim is to free students from their need for teachers, so they can learn independently (Shurygin & Krasnova, 2016). To become independent learners, they are self-governing learners (Woolfolk & Woolfolk, 1995).

The product of this study is CCBCM for developing SRL students. The use of creative arts in cognitive behavior counseling can help students symbolically explain and describe their outside and inner world, how they interpret it, and how they feel the problems experienced (Gladding, 2016; Henderson, 2012). Besides, combining art techniques and Cognitive Behavior Counseling is effective in reducing anxiety and increasing confidence in the counselee (Parker-Bell, 2010). Another research, the integration of rational emotive behavior therapy with creative arts, is also effectively used to increase student resilience and self-esteem (Roghanchi et al., 2013). This research is proof that the integration of creative arts in Cognitive Behavior Counseling is essential to do (Meyer, 2018).

The integration of creative arts with Cognitive Behavioral Counseling requires cognitive processes and creativity (Greenberg, 2000; Peterman et al., 2015). Therefore,

participation in counseling that involves creative arts is an opportunity for young people to see their feelings and thoughts. They can also practice solving problems by using new and unknown art materials and try to apply them creatively in an art activity.

The integration of Cognitive Behavior Counseling with the creative arts in this product is called the Creative Cognitive Behavior Counseling Model (CCBCM). CCBCM includes the following stages, namely (a) problem assessment, (b) looking for root causes that come from negative thoughts, (c) counselors and counselees identify positive and negative consequences, (d) rearranging distorted beliefs, (e) behavioral interventions. This counseling model to help students develop SRL, but can also be used to help students overcome other problems such as aggressive behavior, anxiety, and other issues by modifying CCBCM.

The creative cognitive behavior counseling model in the implementation of counseling consists of five stages. This stage guides the counselor to implement CCBCM in the counselor's effort to help the counselee get out of his problem, especially SRL. The emphasis on CCBCM is changing the counselee's mindset from negative thinking to be more positive through creative art expression. This change in the mindset can encourage the counselee to alter his behavior (Dobson & Dobson, 2018; Ivey et al., 1987). The underlying assumption of Cognitive Behavior Counseling is the reorganization of thoughts and feelings that will bring about the reorganization of behavior in the counselee (Corey, 2018).

The first stage of CCBCM is the identification of counselee problems. Identify this problem to help the counselee express problems that are seen and felt by the counselee. Identification of issues in the counselee can be made by first building a good relationship with the counselee (Kiselica & Englar-Carlson, 2011; Mack, 2017). At this stage, some creative arts can be used, such as visual arts, music, poetry, and writing. The counselee can be encouraged by the counselor to express the problems he feels in the form of visual art (Chibbaro & Camacho, 2011), music (Situmorang, 2018), poetry (Brillantes-Evangelista, 2013), and writing (Crocket, 2010). The results of the identification of problems at this stage, according to Albert Ellis's view, are classified as activation events (A) in ABC format (Corey, 2018). The ABC format itself consists of A (Activating event), B (belief), and C (emotional and behavioral consequences) (Corey, 2018).

The second stage of CCBCM is to find the root of the problem that has negative thoughts. The issue presented is a problem that is seen and felt by the counselee, but the counselee may express it is not the root of the counselee's problem. Based on the CBC's view, the source of the counselee's problem lies in the cognitive of the counselee, which gives rise to negative thoughts (Craske, 2014; Dobson & Dobson, 2018). Albert Ellis's view, this is a belief (B), which Ellis divides it into two, namely negative and positive thoughts (Corey, 2018; Ivey et al., 1987). At this stage, the counselor helps the counselee to realize negative dreams that are the cause of the low SRL by using ABC format media.

The third stage of CCBCM is the counselor, and counselee identifies the negative consequences of the counselee's problem. Albert Ellis categorizes this element as a

Consequence (C) both in the form of behavior and feelings (Corey, 2018; Malkinson, 2010). Identifying the counselee's consequences when they think negatively will help the counselee realize that his mind will have negative consequences if it continues. At this stage, identify the negative consequences of the counselee's problem using ABC format media.

The fourth stage of CCBCM is to rearrange distorted beliefs. This stage is the core stage of the counseling process carried out. The counselor helps the counselee to realize his negative thoughts and replace them with positive thoughts. These positive thoughts can bridge the counselee to also behave positively according to the goals to be achieved by the counselee (Corey, 2018; Ivey et al., 1987; Ruggiero et al., 2014). The process of changing negative thought patterns into more positive ones requires active counselee participation to be able to change according to the counseling goals.

Changing the counselee's negative mindset to become more definite can be achieved by the counselor with the implementation of two dramas. The drama has a goal to increase the involvement and motivation of counselees to overcome their problems (Karnezi, 2014). The drama becomes one of the creative arts that can be combined with CBC to reduce aggressive behavior through anger management techniques (Blacker et al., 2008). One drama, the counselor, conditions the counselee to think negatively. In one other drama, the counselor conditions the counselee to think positively. The results from the drama simulation, the counselor can help the counselee to reflect on the drama simulation that has been played and can make the drama as a model for positive thinking.

In addition to the two dramas, the counselor can also maximize visual arts to help the counselee change his negative thought patterns into positive ones. Art, for example, visual art, is used to answering criticisms of the CBC process, which are considered too abstract, especially the counselor is an adolescent (Gladding, 2011, 2016; Morris, 2014). Visual art media such as drawing, painting, making symbolic objects from materials, and collages are proven to be used to help counselees reduce self-harming behavior (Whisenhunt & Kress, 2013). The counselor can ask the counselee to describe his psychological condition on a paper when the counselee thinks negatively. Then the counselor also encourages the counselee to express the mental health if the counselee seems to think positively. As a result of that description, the counselor can facilitate the counselee to change the mindset of negative and positive thoughts.

The fifth stage of CCBCM is the behavioral intervention. At this stage, the counselor encourages the counselee to make a commitment to the change in his mindset and bring up in the form of behavior (Aharonovich et al., 2008). This commitment is essential for the counselee to remain consistent in displaying more positive action as a result of changing the mindset of the counselee, who initially thinks negatively to be positive.

The CCBCM stage indicates that there is a creative art at each step of the counseling. Creative arts at each stage of CCBCM are useful to maximize the counseling model to help counselees get out of their problems (Sherwood, 2018). Some literature calls it cognitive-behavioral art therapy (Rosal, 2001, 2016). The creative aspects of CCBCM

have different effects on counseling services so that the counselee is happy and has a high interest in following the counseling process.

Several previous studies have shown that the combination of CBC with creative arts can reduce counselee problems. One study shows that the integration of CBC with psychodrama can help counselees relieve moderate depression (Hamamci, 2006). However, this research has not explicitly identified the combination of creative arts with CBC to address the problem of self-regulated learning. The study also mentions psychodrama explicitly as a creative art that supports the effectiveness of CBC. In the last few decades, psychodrama has become one of the promising creative arts to improve the quality of counseling services (Orkibi & Feniger-Schaal, 2019).

Other studies suggest that the use of music can support the effectiveness of CBC to reduce millennial's academic anxiety (Situmorang et al., 2018). In this study, they are using active and passive music therapy as a creative art that supports CBC to reduce millennial's academic anxiety. The results showed that passive music therapy is more effective than active music therapy to support the effectiveness of CBC to reduce millennial's academic anxiety. The music itself becomes a creative arts modality that has the potential to help successful counseling (Gladding, 2011, 2016).

The limitation of this research lies in the limited product trials. Thus, the reliability of CCBCM cannot be generalized broadly that CCBCM can be used to improve students' SRL. Therefore, it is recommended in future studies to conduct more extensive trials to test the reliability of CCBCM for developing students' SRL. The influence of CCBCM on every aspect of SRL also needs to be identified to obtain more comprehensive research findings.

CONCLUSION

SRL is one aspect that can support student development optimally, both in the academic and non-academic fields. The problem of SRL hurts various aspects of adolescent development if it does not get severe treatment. One effort that can be done by the counselor is the implementation of CBC combined with creative art, which in this study is called CCBCM. Creative arts responds to criticism of CBC, which is an approach that is too abstract counseling. Thus, the implementation of creative art in CBC can help the counselee more clearly understand the problems and decisions taken to get out of the problem. The results of this study conclude that CCBCM is categorized as feasible for counselors to help counselees improve SRL. Besides, CCBCM can also effectively to enhance student SRL. Counselors can adapt CCBCM practices as counselor strategies to improve SRL students in schools. The limitation of this research lies in the trial of products that do not yet involve research subjects on a large scale. Thus, the generalization of research results is not yet broad in scope. The findings of this study should be the next research reference to integrate specific creative arts with CBC to improve each component of SRL.

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