

Academic Flow of Vocational Students: The Role of Self Regulated Learning and Task Commitment

Maghfirul Yusro, Siti Khorriyatul Khotimah

Faculty of Psychology and Health, Sunan Ampel State Islamic University, Surabaya, Indonesia
maghfirulyusro20032001@gmail.com, khotim_psi@yahoo.com

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Abstract : This study, which aims to determine whether there is an effect of self-regulated learning and task commitment to academic flow on SMK YPM 1 students, is a correlational quantitative study using multiple linear regression statistical analysis. The subjects of this study were 210 students of SMK YPM 1 Sidoarjo. The research instruments used are the Academic Flow Scale, the Self Regulated Learning Scale and the Task Commitment Scale which are valid and reliable. From this study it is known that self regulated learning and task commitment have a significant effect on student academic flow partially and simultaneously. With a significance value of $0.000 < 0.05$ which indicates that self-regulated learning and task commitment together have a significant effect to the academic flow of YPM SMK students 1 Sidoarjo. With a regression coefficient value of 0.881, it is known that self-regulated learning and task commitment variables contribute 88.1% to students' academic flow, while the remaining 11.9% is influenced by other variables. Future researchers are expected to study other variables that affect students' academic flow.

INTRODUCTION

Flow is a state when a person is completely absorbed in what he is doing, his attention is only focused on the work. If someone is able to be in a state of flow, they will forget the environment around them. Individuals who experience flow are usually intensely involved in the activities they do, so that they often tend to be unaware of time or place (Yuwanto, 2011). Research conducted by Shernoff (2009) shows that students who experience flow are more willing to be involved in the learning process, experience increased academic performance, feel more enthusiastic when they receive a fairly challenging assignment, and tend to be better in terms of attention, mood and motivation to learn than other students who do not experience flow. Lack of power concentration in class which can result in boredom in students, if students If they experience boredom, students can no longer manage new information effectively maximum

due to decreased concentration and interest in students (Puspita et al., 2018). A survey was also conducted on high school students. This survey was conducted by Yazzie-Mintz (in Furlong, 2014) stating that boredom has become a character in every school, with an average of 66% of young high school students experiencing boredom at school and 17% of students experiencing boredom at home. class. This will make them feel emotionally and physically tired and cause boredom from studying (Syah, 2015).

A very important capital for a student to be actively involved in the process learning. When students are actively involved in the learning process then students able to maintain concentration, feel comfortable and have motivation at the moment carrying out learning activities (Hikmah, 2021). This flow refers to the total concentration. This is almost the same as the concept of *khusyu'* in religion, where *khusyu'* can be obtained in carrying out the teachings of

religion, especially Islam. God's Word in Qs. Al-Baqarah verse 45, which reads:

وَأَسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ

Meaning: "And ask for help (to God) with patience and prayer. and (prayer) is really heavy, except for those who are humble."

From the explanation of the verse above, it can be explained that prayer for Muslims is the best ritualistic, because prayer has great virtues for the soul such as happiness and other positive emotions, because people who pray sincerely will feel happiness in their lives. Research conducted by Rogatko, (2009) explains that positive emotions can influence flow conditions in individuals. According to Csikszentmihalyi, (1997) when someone wants to experience flow, someone must have a feeling of happiness, because when doing activities accompanied by feelings of happiness, that person will easily experience flow. Flow can be felt in religious ritual activities (Alfarabi et al., 2018).

There are several factors that can influence academic flow, including: achievement motivation, self-efficacy, learning methods, social support, religiosity, and self-regulated learning. (Markamad & Khuzaemah, 2019). Kristanti & Atanus (2022) revealed that social support, time management, and a sense of responsibility for learning influence students' academic flow.

Flow is explained according to the flow concept proposed by Csikszentmihalyi, (1997) by combining several factors that influence it, namely self-regulated learning and task commitment. Task commitment is explained from one aspect of academic flow, namely intrinsic motivation (Puspita et al., 2018). Furthermore, research conducted by Tamara (2020) proves that there is a significant influence between the task commitment variable and academic flow and in Novitasari's research, (2020) the results show that the contribution of task commitment has quite an influence on students' academic flow. This can help students

complete their assignments and other academic activities.

Previous research that supports the influence of self-regulated learning and task commitment variables on academic flow, is Kristiyani's research, (2016) which shows that students who have self-regulated learning can be characterized as students who are actively involved in the learning process and active in activities. school. Confirming the partial influence, Wati's research (2019) reveals that the variable self-regulated learning with academic flow has a positive influence because it can help students solve the challenges they face and help students make clear goals in learning, and can improve good time management. in study.

The study of academic flow is still a very interesting discussion for research, especially on school students because this will have a positive impact on their academic activities. Academic flow can support active student involvement (Fatimah, Eva & Farida 2021).

This research is very important because academic flow that is not immediately demonstrated by students will cause a decline in their academic field. There is previous research that looked at the influence of self-regulated learning and task commitment variables with academic flow studied separately. This research looks at whether self-regulated learning and task commitment influence the academic flow of students at SMK YPM 1 Sidoarjo so that the research results obtained will provide an overview of the contribution of these two variables to the academic flow of vocational school students.

METHOD

In this research, there are variables of self-regulated learning, task commitment and academic flow. The research subjects were students of SMK YPM 1 Sidoarjo in the machining engineering department, totaling 210 students. There are three instruments, each of which has been tested for validity. In the self-regulated learning instrument, the Cronbach-

alpha reliability value is 0.863, for task commitment, the Cronbach-alpha reliability value is 0.853 and for academic flow, the Cronbach-alpha reliability value is 0.820. So it can be used in this research.

The method in this research uses a quantitative correlation approach which is identical to numerical statistical analysis to answer existing hypotheses. This research is research quantitative correlational type. Correlation is used to find relationships between two or more variables and how strong the two are variables are correlated with each other. Data analysis using hypothesis testing is multiple linear regression.

RESULTS

The subjects in this research were 10th grade students of SMK YPM 1 Sidoarjo majoring in machining engineering, with a total of 210 students. The following is a description of the subjects based on their ages:

Table 1:

Subject Age	Number of subjects	Percentage
16 years	114	54.3%
17 years	96	45.7%
Total	210	100%

Table 3:

	Deviation From Linearty	Significance Level	Information
<i>Academic flow</i>	0.262	0.05	Linear
<i>Self Regulated Learning</i>			

Table 4:

Variable	Deviation From Linearty	Significance Level	Information
<i>Academic flow</i>	0.645	0.05	Linear
<i>Task Commitment</i>			

In the results of table 3 above, it can be explained that the academic flow and self-regulated learning variables have a significance level of $0.262 > 0.05$, which can be interpreted as having a linear influence. Furthermore, in

Based on table 1 above, it can be seen that there are 114 students aged 16 years with a percentage of 54.3%, while those aged 17 years are 96 students with a percentage of 45.7%. So in this study there were many students aged 16 years.

Table 2:

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		Unstandardized Residuals
N		210
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	6.19166887
Most Extreme Differences	Absolute	.061
	Positive	.045
	Negative	-.061
Statistical Tests		.061
Asymp. Sig. (2-tailed)		.054^c

From table 2 it is explained that the results of the normality test have a significance value of 0.54, this shows that the value obtained is greater than the normality test requirement which must be >0.05 . So for this variable the data is known to be normally distributed.

table 4 it is explained that the academic flow and task commitment variables have a significance level of $0.642 > 0.05$ which can be concluded that the two variables have a linear influence.

Table 5:

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients			
1	(Constant)	3.008	1.416		2.124	.035
	SRL	.048	.009	.134	5.582	.000
	TC	.844	.022	.935	38.907	.000

a. Dependent Variable: Flow Akademik

In the results of table 5, it is known that the self-regulated learning variable has $t = 5.582$ with a significance value of 0.000. This shows that t count (5.582) $>$ t table (2.837) and the significance value is $0.000 < 0.05$. So it can be said that there is an influence between self-regulated learning and academic flow. The direction of influence between self-regulated

learning variables shows a positive influence. Next, the task commitment variable $t = 38.907$ with a significance value of 0.000. This shows that there is an influence between task commitment and academic flow. The direction of influence between task commitment on academic flow shows a positive influence.

Table 6:

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7126.831	2	3563.416	764.544	.000 ^b
	Residual	964.793	207	4.661		
	Total	8091.624	209			

a. Dependent Variable: *Flow Akademik*

b. Predictors: (Constant), *Task Commitment*, *Self Regulated Learning*

In table 6 it is known that the calculated f is 764.544 and the significance value is 0.000. This shows that the calculated f (764.544) $>$ f table (3.040) and the significance value (0.000) $<$ 0.05 . So it can be said that the hypothesis is

accepted, namely that there is an influence between self-regulated learning and task commitment on academic flow.

Table 7:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.881	.880	2,159

a. Predictors: (Constant), *Task Commitment*, *Self Regulated Learning*

b. Dependent Variable: *Academic Flow*

In table 7 it can be seen that the R Square (R²) value is 0.881 or 88.1%. This shows that the variables self-regulated learning and task commitment affect flow academic 88.1%, while 11.9% is influenced by other factors that are still unknown to researchers.

DISCUSSION

This research is research intended to determine the influence of self-regulated learning and task commitment on academic flow in students at SMK YPM 1 Sidoarjo. The subjects of this research were 210 students majoring in machining engineering at SMK

YPM 1 Sidoarjo. Before carrying out statistical analysis with product moment correlation, first carry out a prerequisite test, namely a normality test to find out whether the data is normally distributed, the results of the normality test show $0.54 > 0.05$, meaning this data is normally distributed and a linearity test to find out whether the influence between variables is linear, the results of the linearity test obtained a sig value. $= 0.262 < 0.05$ and $0.642 < 0.05$, meaning the influence of the two variables is linear. So data analysis uses product moment correlation analysis techniques with the help of the SPSS (Statistical Package for the Social Sciences) program version 16.00 for Windows, using a significance level of 5% or 0.05.

Results of the first hypothesis test between the variables self-regulated learning and academic flow. The result is a significant value of $0.000 < 0.05$. It can be said that there is an influence between the variables of self-regulated learning and academic flow. The direction of influence between variables shows a positive influence, meaning that the higher the self-regulated learning, the higher the academic flow. Next, the results of the second hypothesis test between the task commitment variable and academic flow. The result is a significant value of $0.000 < 0.05$. It can be said that there is an influence between the task commitment variable and academic flow. The direction of influence shows a positive influence, meaning that the higher the task commitment, the higher the academic flow.

These results are supported by research by Puspita, (2018) showing that the higher the task commitment, the higher the academic flow, and vice versa, the lower the academic flow, the lower the task commitment. In line with Anggraini's (2020) research, it is stated that students with excellent task commitment will experience good focus. Novitasari, (2020) states that the contribution of task commitment has a fairly strong influence on academic flow. A person who can show commitment to a task will easily increase self-motivation to do the task or complete the task. This opinion is supported by research by Siti Izzah Sholihah (2017) which

revealed that task commitment is a factor that influences someone to experience a flow condition. Safitri's research (2021) shows the results that the higher the task commitment that students have, the more their academic flow will increase.

Based on the F test, the results obtained were 764.544 and the sig value was $0.000 < 0.05$, which means the hypothesis was accepted. It was concluded that the hypothesis was accepted, namely that there was an influence of self-regulated learning and task commitment simultaneously influencing academic flow. These results are supported by research by Raida Daulah, (2020) showing the results that there is a significant correlation between self-regulated learning and task commitment and academic flow.

Based on the results of the R Square determinant coefficient test, namely 0.881 or 88.1%, it can be concluded that self-regulated learning and task commitment have an influence on academic flow of 88.1%, while 11.9% is influenced by other variables not studied. So it can be concluded that there is an influence of Self Regulated Learning and Task Commitment on academic flow and the hypothesis test analysis is accepted.

The two variables self-regulated learning and task commitment have an influence on academic flow. The R- Square value is 0.881, which means that the variables are very variable has an effect of 88.1% on academic flow, while 11.9% influenced by other variables. The effective contribution of each independent variable (X) to the dependent variable (Y) was also calculated. The result was that self-regulated learning had an influence of 1.2% on academic flow, while the task commitment variable had an influence of 86.8% on the variable academic flow. So the total influence of the two variables self-regulated learning and task commitment on academic flow is 88.1%. It can be concluded that the students of SMK YPM 1 Sidoarjo are comfortable participating learning or a state of good academic flow. Therefore, the hypothesis in this research states that self

regulated learning, and task commitment has a proven influence on academic flow.

CONCLUSION

This research has answered the hypothesis that self-regulated learning and task commitment Academic flow is proven to have a significant positive correlation of 0.881. Individuals who have self-regulated learning and high task commitment find it easy to achieve a state of flow when working on activities related to academics. Academic flow includes individual comfort in carrying out academic activities, concentration and motivation that comes from within to carry out and even complete academic activities.

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