

SELF AWARENESS AS A MEDIATOR FOR SELF-DIRECTED LEARNING AND GOAL SETTING ON STUDENTS

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ABSTRACT

Purpose: Students who have the ability for Self-Directed Learning are expected to increased their Self Awareness and Goal Settings, so that students are more involved in the learning process. This study aims to determine the effect of self-directed learning on student goal setting, either directly or through self-awareness. **Research Methods:** The research design uses a cross-sectional study method, to 144 students of junior high school. The sampling technique of population in this study is total sampling or saturated sampling. The research instrument uses a self-awareness scale, a self-directed learning scale, and a goal-setting scale. Data analysis techniques use path analysis. **Findings:** The more students' Self-directed learning increased, the more their self-awareness and goal settings increased. Self-directed learning affects both directly and indirectly through self-awareness of student goal setting. This shows that Self-directed learning will be more successful in increased student goal setting if it is followed by high self-awareness as well. **Implications for Research and Practice:** This study provides new insight into Education through the perspective of self-awareness and self-directed learning for goal settings students. The schools need to take more initiatives to emphasize student self-awareness and students have clear goal settings in the learning process. Furthermore, the school also needs to put more effort into supporting learning through emphasizing the importance of self-directed learning to students.

Keywords: Self awareness, Self directed learning, goal setting, Junior High School Student.