

# Self-Regulated Learning of Javanese Junior High School Students in Indonesia

Said Alhadi, Wahyu Nanda Eka Saputra, Agus Supriyanto, Prima Suci Rohmadheny and Amien Wahyudi

*Universitas Ahmad Dahlan, Yogyakarta, Indonesia*

*{said.alhadi, wahyu.saputra, agus.supriyanto, amien.wahyudi}@bk.uad.ac.id, prima.rohmadheny@pgpaud.uad.ac.id*

**Keywords:** Self-Regulated Learning, Academic Success, Learning Outcomes.

**Abstract:** One component that influences the learning outcomes of junior high school students is self-regulated learning. Self-regulated learning is a learning situation where students possess control over the learning process through knowledge and application of appropriate strategies, understanding of their tasks, strengthening decision-making and learning motivation. Self-regulated learning places the importance of a person's ability to learn self-discipline and self-control, especially when faced with difficult tasks. This component plays an essential role to determine the level of the junior high school students self-regulated learning. This study is a quantitative descriptive study that aims to identify the level of self-regulated learning of Muhammadiyah junior high school students in Bantul District, Yogyakarta, Indonesia. The population of this study was the students of 14 Muhammadiyah Junior High Schools in Bantul. This study employed cluster sampling technique with N = 300 students in 16 Muhammadiyah junior high school in Bantul District. The instrument used is the self-regulated learning scale. Data analysis in this study is descriptive statistic with percentage and standard deviation technique. The results of this study show that 5% of students were in the very high category, 27.3% were in the high category, 41.3% were in the medium category, 23.7% were in the low category, and 2.7% were in the very low category. The result of this study can be used as a guide for counselors to develop counseling strategies to improve self-regulated learning students.

## 1 INTRODUCTION

One of the purposes of education is that the students can learn independently without force from any parties. Self-regulated learning becomes one of the elements that can stimulate students to learn independently, and this competence is essential for them to possess (Kistner et al., 2010; Wirth and Leutner, 2008). The students need to show this in school to gain academic success. Based on some studies, self-regulated learning is one of the factors that improve the students' academic performance, learning outcome and academic achievement (Banu, 2013; Caprara et al., 2008; Cobb Jr, 2003; Kosnin, 2007; Mega et al., 2014; Zimmerman, 2013).

School counselor as the part of the school plays a vital role in improving students self-regulated learning, especially for Junior high school students. Counselor possesses various competencies to identify and to improve self-regulated learning of Junior High School students. The counselor needs to

know the level of self-regulated learning of Junior High School students because it is one of the determiners of the students learning outcome. Knowing the level of students self-regulated learning will help the counselor in designing the guidance and counseling program for improving the students self-regulated learning.

Self-regulated learning is a concept of how students become the regulator of their learning (Zimmerman and Martinez-Pons, 1990). It emphasizes the importance of controlling and regulating ourselves, especially when facing difficult tasks. Moreover, self-regulated learning also emphasizes the importance of initiative since it is a learning process caused by self-initiative. Students who possess initiative show abilities to use their thought, sense, strategy, and behavior to gain their purpose (Zimmerman, 2002). Students view learning as an activity that students do proactively, rather than as a reactive event of a given teaching process (Zimmerman, 2013). Some studies show that self-

regulated learning affects students learning outcome (Kosnin, 2007; Latipah, 2010; Mousoulides and Philippou, 2005).

Some studies show that self-regulated learning is still a problem for junior high school students. The results showed that 3,23% of subjects in the low category, 80,65% of subjects were moderate and 16,13% of subjects were in high category (Adicondro and Purnamasari, 2012). Another study mentions that 45.8% of students have high self-regulated learning, while 54.2% of students have low self-regulated learning (Savira and Suharsono, 2013). Differentiating from previous research, this study identifies the level of self-regulated learning by using a self-regulated learning scale with two indicators, a willingness to understand the lessons given and show a proactive attitude in learning.

It is the students conscious attempt to regulate things relate to their independent learning. Good self-regulation in learning leads to the students' academic success. The more students can regulate their learning; they will able to gain their desired purpose. The counselor shall take an active role in assisting the students to develop self-regulated learning. Mostly, students with high achievement is a self-regulated learner. Students self-regulated learning covers ability to determine score they desire, to plan the schedule, to divide playing time and learning time, and to prepare for the exam so their achievement in the school will be improved (Susanto, 2006). One of guidance and counseling services namely informational guidance can be given to improve students self-regulated learning (Adiningtyas, 2016).

This study tries to describe the level of students self-regulated learning in the entire Muhammadiyah Junior High School in Bantul Regency. This study is expected to be the basis of the future study in the similar context. Self-regulated learning is one of the student's basic competence. However, if it is not well developed, it will affect negatively on the students. Before designing a program to develop self-regulated learning, the counselor needs to observe the field condition on the profile of students self-regulated learning, so the designed program will be effective.

## 2 METHODS

This was a descriptive quantitative study. The result of this study would be in the form of actual data of the level of students self-regulated learning in the entire Muhammadiyah Junior High School in Bantul Regency. The population in this study was the students of 16 Muhammadiyah Junior High School in Bantul Regency. The sample of the study was 300 students and taken by using cluster sampling technique. To collect the data, this study employed self-regulated learning scale. It consists of two primary indicators namely the involvement in understanding the given subject and the proactive attitude in learning. The data analysis in this study was done by using descriptive statistic with percentage technique; its function is to describe the observed object through sample or population (McMillan and Schumacher, 1984).

## 3 RESULTS AND DISCUSSION

The quantitative descriptive analysis using SPSS 20.00 showed the data in the table 1.

Table 1: Descriptive statistics.

	N	Min	Max	Mean	Std. Deviation	Variance
SRL	300	49	103	78.90	9.767	95.388
Valid N (listwise)	300					

Based on the data showed in table 1, the total of the sample participated in this study were 300 students. The lowest score of the level of self-regulated learning was 49, while the highest score was 103. The students self-regulated learning Muhammadiyah Junior High School in Bantul regency was in the average of 78.9. Its standard deviation was 9.767 by the variance of 95.388.

Based on the data analysis showed in table 1, 5% of the students possess self-regulated learning which was categorized as very high, 27.3% was categorized as high, 41.3% was categorized as medium, categorized as low was 23.7%, and categorized as very low was 2.7%. The students self-regulated learning Muhammadiyah Junior High School in Bantul regency are described in figure 1.

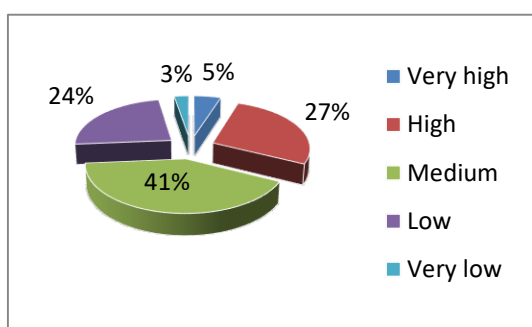


Figure 1: Self-regulated learning of students.

The result of the study showed that to date, self-regulated learning is a problem that has not been maximally solved. Nowadays, self-regulated learning is an essential aspect. Issues such as students failure in achieving the learning goal, the university students who are frustrated by their tasks demand a new self-regulated and self-directed learning (Zimmerman and Martinez-Pons, 1990). Also, in today learning, the purpose is to free the students from their need of teacher so that they can learn independently. To be independent learners, they shall be self-regulated learners (Woolfolk, 1995).

Based on some studies, self-regulated learning affects the students' academic performance in the classroom. The result of the study shows that self-regulated learning significantly relates to the academic performance (Cobb Jr, 2003). The academic performance affects learning achievement. High academic performance tends to lead to high academic achievement. In reverse, low academic performance tends to lead to low academic achievement. Students with good self-regulated learning skill can control and to coordinate themselves to participate the learning process maximally, so it will significantly affect the learning achievement (Zimmerman and Schunk, 2011).

Self-regulated is an essential variable for the students since it affects their learning achievement. A study found that there is a significant positive relationship between self-regulated learning and the students autonomy in the acceleration program of SMA Negeri 1 Purworejo (Afianti, 2010). That study showed that the students autonomy affects the students learning outcome. Some other studies also find similar studies. Those studies find that self-regulated learning is one of the essential predictors of academic achievement (Jannah, 2015; Latipah, 2010; Zimmerman and Schunk, 2013; Zumbrunn et al., 2011). Consequently, the use of self-regulated learning strategy shall be considered to obtain high learning outcome. Specifically, a study shows that self-regulated learning account 14,7% of students

learning outcome, while the rest of it is affected by other variables (Fajarwati, 2013).

The studies conducted outside Indonesia also show the similar result. These studies aimed to investigate the relationship between self-regulated learning and the academic achievement. The result of the study indicates that self-regulated learning is a significant predictor of Malaysian university students academic achievement (Kosnin, 2007). That study shows that self-regulated learning is an essential dimension or aspects to determine the Malaysian university student's academic achievement. Another study showed that there is a significant positive correlation between three dimensions of self-regulated learning (motivation and learning action, planning and goal setting, learning strategy and assessment) and the participants GPA (Banu, 2013). The qualitative analysis reveals two factors of success, as the success participants feel that they like to get a high score. On the contrary, the students who fail state that they do not like their field of study. This study provides additional literature showing the relationship between the self-regulated learning and the academic achievement of the university students in Turkey.

Self-regulated learning does not affect only on students' academic aspects but also effect on the other aspects. Another study showed that there is a significant positive relationship between self-regulated learning and problem-solving ability on the students of faculty of psychology of Universitas Muhammadiyah Surakarta (Putri, 2014). Self-regulated learning contributes 70.7% to the students problem-solving ability. Higher self-regulated learning leads to the higher ability of students' problem solving and vice versa.

Self-regulated learning becomes popular when an expert brings this concept into the world of education (Zimmerman, 1989). Self-regulated learning is developed from the social cognitive theory (Bandura, 1986) which states that human is the result of the interdependent causal structure of person, behavior, and environment (Bandura et al., 1999). These three aspects are the determinants of self-regulated learning. These aspects relate each other where a person is trying to be self-regulated, it results in his/her performance or behavior which effects on the environment, and so on (Bandura, 1986).

Self-regulated learning is the combination of learning skill and self-control that makes learning easier, so the students become more motivated (Glynn et al., 2005). They possess the skill and will to learn (Murphy and Alexander, 2000). Self-regulated students transform their mental skill into academic strategies and skills (Zimmerman, 2002).

## 4 CONCLUSIONS

Self-regulated learning is a competence that students shall possess. In fact, it still becomes a problem for them. Various problems about self-regulated learning still emerge, and these become the concern of the responsible parties. One concern about the low impact of self-regulated learning is the decline in academic achievement and student academic success. The result of this study supposes to be the school concern to optimize the counselor performance in designing a guidance and counseling program to improve self-regulated learning of students.

## REFERENCES

- Adicondro, N., Purnamasari, A., 2012. Efikasi diri, dukungan sosial keluarga dan self-regulated learning pada siswa kelas VIII. *HUMANITAS: Indonesian Psychological Journal*, 8(1), 17–27.
- Adiningtyas, S. W., 2016. Pelaksanaan Layanan Informasi Dengan Movie Maker Dalam Meningkatkan Self-Regulated Learning, *KOPASTA: Jurnal Program Studi Bimbingan Konseling*, 3(1).
- Afianti, R., 2010. *Hubungan Antara Self-Regulated Learning (SRL) dengan Kemandirian pada Siswa Program Akselerasi SMA Negeri 1 Purworejo* (PhD Thesis). UNDIP.
- Bandura, A., 1986. *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ, US: Prentice-Hall, Inc.
- Bandura, A., Freeman, W. H., Lightsey, R., 1999. Self-efficacy: The exercise of control, *Journal of Cognitive Psychotherapy*, 13(2), 158–166.
- Banu, İ., 2013. The relationship between self-regulated learning strategies and academic achievement in a Turkish EFL setting, *Educational Research and Reviews*, 8(17), 1544.
- Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., Bandura, A., 2008. Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement, *Journal of Educational Psychology*, 100(3), 525.
- Cobb Jr, R., 2003. *The relationship between self-regulated learning behaviors and academic performance in web-based courses* (PhD Thesis). Virginia Tech.
- Fajarwati, M. S., 2013. PENINGKATAN PRESTASI BELAJAR SEJARAH DENGAN SELF-REGULATED LEARNING PADA SISWA KELAS XI IPS DI SMA NEGERI 1 BANYUDONO TAHUN PELAJARAN 2012/2013. *Candi*, 5(1).
- Glynn, S. M., Aultman, L. P., Owens, A. M., 2005. Motivation to learn in general education programs, *The Journal of General Education*, 54(2), 150–170.
- Jannah, P. Z. W., 2015. *Hubungan Self-Regulated Learning Dengan Prestasi Belajar Siswa Kelas Xi Di SMK Informatika Bandung*.
- Kistner, S., Rakoczy, K., Otto, B., Dignath-van Ewijk, C., Büttner, G., Klieme, E., 2010. Promotion of self-regulated learning in classrooms: Investigating frequency, quality, and consequences for student performance, *Metacognition and Learning*, 5(2), 157–171.
- Kosnin, A. M., 2007. Self-regulated learning and academic achievement in Malaysian undergraduates, *International Education Journal*, 8(1), 221–228.
- Latipah, E., 2010. Strategi self-regulated learning dan prestasi belajar: kajian meta analisis, *Jurnal Psikologi*, 37(1), 110–129.
- McMillan, J. H., Schumacher, S., 1984. *Research in education: A conceptual introduction*. Little, Brown.
- Mega, C., Ronconi, L., De Beni, R., 2014. What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement, *Journal of Educational Psychology*, 106(1), 121.
- Mousoulides, N., Philippou, G., 2005. Students' motivational beliefs, self-regulation strategies and mathematics achievement. In *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 321–328). PME.
- Murphy, P. K., Alexander, P. A., 2000. A motivated exploration of motivation terminology, *Contemporary Educational Psychology*, 25(1), 3–53.
- Putri, A. A., 2014. *Hubungan Antara Self-Regulated Learning Dengan Kemampuan Pemecahan Masalah Pada Mahasiswa Fakultas Psikologi Universitas Muhammadiyah Surakarta* (PhD Thesis). Universitas Muhammadiyah Surakarta.
- Savira, F., Suharsono, Y., 2013. Self-Regulated Learning (SRL) dengan Prokrastnasi Akademik pada Siswa Akselerasi, *Jurnal Ilmiah Psikologi Terapan*, 1(1), 66–75.
- Susanto, H., 2006. Mengembangkan kemampuan self-regulation untuk meningkatkan keberhasilan akademik siswa, *Jurnal Pendidikan Penabur*, 7(64–71).
- Wirth, J., Leutner, D., 2008. Self-regulated learning as a competence: Implications of theoretical models for assessment methods. *Zeitschrift Für Psychologie/Journal of Psychology*, 216(2), 102–110.
- Woolfolk, A. E., 1995. *Educational psychology*. Allyn and Bacon.
- Zimmerman, B. J., 1989. A social cognitive view of self-regulated academic learning, *Journal of Educational Psychology*, 81(3), 329.
- Zimmerman, B. J., 2002. Becoming a self-regulated learner: An overview, *Theory into Practice*, 41(2), 64–70.

- Zimmerman, B. J., 2013. Theories of self-regulated learning and academic achievement: An overview and analysis. In *Self-regulated learning and academic achievement* (pp. 10–45). Routledge.
- Zimmerman, B. J., Martinez-Pons, M., 1990. Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use, *Journal of Educational Psychology*, 82(1), 51.
- Zimmerman, B. J., Schunk, D. H., 2011. Motivational sources and outcomes of self-regulated learning and performance, *Handbook of Self-Regulation of Learning and Performance*, 49–64.
- Zimmerman, B. J., Schunk, D. H., 2013. Reflections on theories of self-regulated learning and academic achievement. In *Self-regulated learning and academic achievement* (pp. 282–301). Routledge.
- Zumbrunn, S., Tadlock, J., Roberts, E. D., 2011. Encouraging self-regulated learning in the classroom: A review of the literature, *Metropolitan Educational Research Consortium (MERC)*, 1–28.

