

SELF REGULATED LEARNING STRATEGY IN ELEMENTARY SCHOOL

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Abstract

Elementary School is foundation of education in Indonesia that is very important to curve character and success in academic when they are be adult. Many factors that influence in the formation of characters and academics success of the students one of them is the ability of self-regulation or Self-Regulated Learning in learning activities in elementary school. Self-Regulated Learning has an important role in the implementation of teaching and learning process, especially in determining the success of teaching and learning process, because students who have this ability can manage and self-directed, able to adjust, and self-control, especially when facing difficulties in the learning process. This research is limited to a preliminary study covering three steps: (a) initial data and information collection; (b) planning; and (c) initial product development. By applying the learning strategy of SRL, students can arrange themselves in learning by involving the ability of cognition, metacognition, motivation, and active behavior as well as managed learning or in other words learning that rests on self-regulation.

Keywords: *Self-Regulated Learning, Elementary School, Goals of Academic*

INTRODUCTION

The Education problem in Indonesia are weakening of quality in all education sectors. The survey results of several international institutions showed that the development of education in Indonesia hasn't been satisfactory. This can be seen from the UNESCO report in 2012 which reported that Indonesia was ranked 64th out of 120 based on the assessment of the Education Development Index (EDI) or Education Development Index (Source: 2013 Central Statistics Agency).

The Governments must solve the education problem by improving of quality in education. Various methods have been applied, even in aspects of the curriculum several learning strategies are included to support and improve students' abilities. The curriculum based on the IQF (Indonesian National Qualification Framework) is an option to apply.

The Governments are trying to improve of quality in educator as front guard at school and face to face with students. Teachers are required to be able to develop effective learning methods so that the absorption of knowledge in students can be done optimally. Mastery of competence is the most important part in accordance with the learning outcomes that have been prepared.

Elementary School is the most basic level of formal education in Indonesia. Elementary school is taken within 6 years, starting from grade 1 to 6. Elementary education is very important because it is considered as the root of education and can determine the character and academic success of adult students later.

The success of elementary school students becomes the main task for teachers to be realized. This success includes many aspects, such as: increasing knowledge, skills, and applying character values or attitudes. These three aspects are the main concern for teachers in improving their students' competencies. The character of a student is also formed through the basic education. So that the teacher must also be able to shape the character of Indonesia in accordance with the minimum standards set by the Government.

Character is a special characteristic of a nation, because the formation of self through character can make students continue to wade through their characters. Character becomes the

most important part so that the fulfillment of other competencies can be fulfilled properly. Discipline character, for example, can make the owner of the character continue to appreciate the time at each job.

Discipline becomes the most important thing to be mastered by students, especially children still have a sense of wanting to play, thus the role of the teacher to shape the attitude of child discipline must be done maximally.

There is an interesting case that can be studied at SD Budi Mulia Dua, Sleman, Yogyakarta Special Region. At the time of observation and interviewing students' parents there is an interesting phenomenon, namely students are required or recommended to bring a toy they enjoy. In addition a teacher also does not reprimand students when they leave late. Character education for students begins to be felt by the rule that students may not play when the break time is for those who arrive late. Students who are late must complete the assignment given by the teacher before being allowed to play. This can stimulate the attitude of student discipline by automatically feeling that coming late has a negative impact, one of which is not allowed to play with friends.

Character building like this becomes the most important aspect that must be grown to students. teachers are required to be creative in the methods applied. Like the example above, it is actually very interesting to study more deeply.

Elementary students are the most important part in character building. In that position, a character can easily be formed, compared to high school students. This is because elementary students have not been contaminated by other thoughts.

Many factors influence the character formation and academic success of students, one of which is the ability to self-regulate (SRL) in learning activities in elementary school. SRL has an important role in the implementation of the teaching and learning process, especially in determining the success of the teaching and learning process, because students who have SRL ability can manage and direct themselves, be able to adjust, and control themselves especially when facing difficulties in the learning process.

SRL emphasizes the importance of personal responsibility and controls the knowledge and skills acquired (Zimmerman, 1990). Self regulation in learning also brings students to master in learning.

Independent learning is usually done continuously and repeated. Students can control themselves to improve their competency skills by continuously learning. The pattern of work that does not change makes students able to overcome the case after case faced (Majid, N.W.A., & Sudira, P., 2017). The cases faced tend to be the same, so students can create their own patterns in dealing with a case.

Some research results reveal that SRL is a factor within students that affects learning achievement results. Many facts show that there are still many students who do not have self-regulated learning and do not understand effective learning methods (Pardjono, 2006). Students who implement self-regulated learning strategies more likely to be successful in their academic endeavors (Pintrich & De Groot, 1990: 33). This statement can mean that students who implement self-regulated learning (SRL) will be more successful in their academic compared to students who do not use the SRL they own well.

Implementing of SRL in elementary school, students will learn through practical experience, find information, and opportunities to be able to learn actively. Students will be revising of how to learning and self-evaluating a lessons that have been implemented. Helen Jossberger in her research on SRL said that students who have SRL skills will succeed in learning. This statement can mean that students who have SRL skills will succeed in learning related to the competencies taught in elementary school (Jossberger, 2011: 22).

The students competence will automatically improve by applying of SRL. Students become active in finding a new experience through seeking information and actively learning independently. The application of SRL can make students try to explore methods to gain competence. The results of the acquisition of students' competencies after participating in the PI program are able to show cognitive, affective, and psychomotor development (Majid, N.W.A., 2015).

SRL requires serious and sustainable training, because mastering a competency is not instant. Competence can be mastered if done continuously and continuously. A job also requires a continuous and repetitive process. This success is supported by the ability that is embedded in the subconscious of the user, so that the competence is easily mastered perfectly

SRL mastery should be continuously trained by the teacher to students. Students are

expected to automatically apply SRL outside of school or without assistance from the teacher. The application of SRL has become a habit that will make it easier to increase SRL more massively.

The application of SRL can use various media to stimulate children. Technological development becomes an alternative teacher in carrying out orders and can be a trigger for students' enthusiasm to implement SRL. Technological developments have an impact on various fields (Abdulmajid, N.W. & Setiadi, B.R., 2015).

Information and Communication Technology actually has a positive impact in developing students' competencies, although it is recommended not to overdo it. Technology addiction is also a scourge of educators if excessive in applying technology. The use of technology is an alternative choice for students in the application of SRL, considering that there are still many students who cannot implement it.

Electronic learning-based technology or e-learning becomes an alternative learning media in response to problems that arise in learning. Students can do independent learning with technology-based self-regulated learning methods. E-learning has several concepts developed, including web-based and mobile-based. Both have different characteristics in their application.

One of the media applied is Moodle. Moodle supports student centered learning and distance learning (Rochmah, E., & Majid, N.W.A., 2017). Students can access the material without any limitations in distance, space and time. This convenience should be used for learning, especially through self-regulated learning. Teachers can assist students to be able to master the competencies through the SRL.

There are several abilities that students have when applying the SRL method. In this article will be explained the abilities that can be mastered by students when applying SRL in learning or acquiring competencies.

METHOD

This research is research and development (R & D) which refers to the steps of developing Borg & Gall. However, this article is only limited to a preliminary study that includes three steps, namely: (a) data collection and initial information; (b) planning; and (c) initial product development. The target and research subjects are elementary school students in the West Java Province.

RESULTS AND DISCUSSION

Self-Regulated Learning plays an important role in learning, especially at the elementary school level. Students can understand lessons by various methods. The method is obtained independently and attitudes personal responsibility, so that knowledge and skills can be obtained. The following are the abilities that students get through Self-Regulated Learning:

Cognition Ability

Cognition ability is the ability to organize, plan, and manage the power of thought towards information received. Zimmerman (1998) also explained that students who have SRL in the aspect of metacognition are also related to their cognitive abilities. Cognition is a general term that is widely used, which means mental activities such as thinking, reasoning, and reviewing. 1996: 64) states that cognitive learning abilities are as follows.

Characteristic of cognitive learning lies in learning to obtain and use the forms of representation faced, the object's object, object or event. The objects are represented or presented in a person through responses, ideas, or symbols, all of which are something which is mental.

This opinion explains that a person's cognitive abilities can be seen based on representation in the form of responses, ideas or symbols of the arrival of information. Representation in the form of responses for example if students can express their opinions when learning activities take place.

Gagne (1967) explained that the regulator of cognitive activities includes the use of concepts and rules that have been owned, especially when dealing with a problem. Gagne's opinion explains that cognition is an ability that someone has about how the attitude or response to the problem faced.

Briefly the ability of cognition can be interpreted as the ability of someone who is related to mentality in which there is the ability to express ideas and abilities in dealing with problems.

Metacognition Ability

Metacognition is a decision-making process, motivation is the driving force of the individual, while behavior is an attempt to regulate oneself. Metacognition is a person's knowledge of processes and products of their own cognitive or anything related to them (Flavel, 1967: 232). Flavel's opinion explains that metacognition is a process of acquiring knowledge. This process includes the process of thinking during the learning process.

Good learning includes effective metacognitive characteristics, such as, planning, managing, and reflecting (Berry & Sahlberg, 1996: 19-36). This statement means good learning including characteristic metacognition, such as planning, managing and reflecting. According to this understanding, it can be said that good learning does not just sit still but students can plan, manage, and reflect themselves in the learning process.

Metecognition according to Gary (2000: 276), refers to mental processes that assist learners to reflect on their thinking by internalizing. They include thinking skills such as self interrogation, self checking, self monitoring, and analyzing, as well as memory aids. This means that metacognition is a process of self-formation that helps students to reflect their inner thoughts. This includes self-integration, self-examination, self-monitoring and recall. Students who have good metacognition will have the ability to interrogate themselves, examine themselves, monitor themselves, and recall in relation to learning material so that they will be able to achieve academic success at school.

Based on the description above, metacognition is the ability of individuals and organizing material, instructing themselves to memorize the material and be able to evaluate learning. This ability is very helpful for students, because it can know the errors or lack of acquisition of competencies. Students can measure independently through self-evaluation. The process of memorizing is part of the ability that must be mastered, remembering that children have high potential in memorizing something.

Motivation

Students who have motivation will increase confidence in themselves. The existence of self-motivation will produce students who are confident and able to compete and do self-perception in relation to their learning activities.

Cirno (1992) in Slavin (Slavin, 2009: 13) reveals that students who have SRL are motivated by learning itself, not only by the value or agreement of others. This opinion emphasized that students who have SRL will be motivated by themselves not motivations that come from other people or the value that will be obtained.

Meanwhile, according to Winkel, motivation is the driving force in students to reach the level of learning presetai as high as possible, for the sake of appreciation to themselves (Winkel, 1991: 96). Winkel's opinion explains that motivation is something that comes from within students to achieve the best preset. If the learning achievement is achieved well, the student will feel satisfied and give praise to himself, and vice versa otherwise the student will feel disappointed or even be able to choke himself. Therefore, students will hold themselves accountable for the successes they obtain.

So the motivation here is internal motivation which is the motivation that comes from inside the student which includes the ability to self-assess and have confidence. Students' motivation ability must be increased, because it can help grow confidence. The relationship of motivation and confidence is very close, so that the higher the motivation of students will be a thing, then students will believe in their ability to get things done.

Active Behavior

Behavioral factors relate to individual efforts using the abilities possessed. Horizvo and Torres (2004) in his research suggested that these behaviors include managing time and place of learning, regulating business, group learning, and seeking help. Behavior here is some of the behaviors associated with learning activity. Learning behavior is a positive learning process that is good, useful and in line with expectations.

Factors of active behavior refer to individual efforts to use their abilities (Bandura, in Eva Latipah, 2010: 119) states that in this behavior, there are three stages related to SRL, namely self-observation related to individual responses, namely the individual stage looking at within him. Self judgment is the individual stage comparing information that has been done with the standards or objectives that have been made or determined. Self reaction is a stage that includes

the individual process in adjusting and planning to achieve the goals or standards that have been made and set.

Briefly the active behavior in SRL can be explained as individual efforts to regulate themselves, utilizing an environment that supports learning activities by regulating themselves and managing time and place to learn.

Self-Regulated Learning Strategy

Zimmerman's research (1989) cited by Cole and Chan (1994: 402-403) found several strategies used by students in improving academic achievement that showed independence in learning.

- 1) Self evaluation – students assess the quality or development of their work on their own, such as checking the completeness of their duties and work to ensure that their work is done correctly.
- 2) Organising and transforming – for example students have the idea to outline scientific work before starting writing essays.
- 3) Goal setting and planning – students formulate goals and plan activities to be carried out to achieve goals.
- 4) Seeking information – students have the idea to look for jam information on social resources when working on assignments to the library looking for sources of information to the library.
- 5) keeping records and monitoring – students try to compile archives systematically and monitor their existence so that they are easily accessible.
- 6) enviromental strusturing – students try to choose or arrange physical settings to make learning easier, such as turning off the radio before doing homework.
- 7) self-consequating – students imagine praise when successful or punishment for failure, for example congratulating and complimenting themselves when getting good grades.
- 8) rehearing and memorising – students have their own ideas to recall materials that have

been studied, for example by writing mathematical formulas to deal with tests.

- 9) Seeking help from others (Seeking social assistance) - students take the initiative to seek help from friends, teachers, or adults such as asking for help from the teacher if they have difficulty in carrying out tasks.
- 10) reviewing record – students take the initiative to try to re-read notes, previous tests, papers, or textbooks, or re-practice material that has been studied to prepare themselves for the next lesson or test.

Based on the description above, it can be summarized that the strategies that are owned by independent students (self-regulated learner) are self-evaluation, organizing ideas, formulating goals and plans, seeking information, storing memories, building learning environments, praising themselves, memorizing and recall, and seek help from others if you experience difficulties.

CONCLUSION

In each learning activity in elementary school is expected to be able to apply learning that is combined with the SRL strategy. By applying the SRL learning strategy, students can organize themselves in learning by involving cognition, metacognition, motivation, and active behavior and learning in a manageable manner or in other words learning that is based on self-regulation.

Students who have SRL ability are expected to influence the achievement of academic success. Students will be more independent and have high self-confidence so they will not be afraid to be able to express opinions or ideas during the learning process. Students will be better able to manage themselves and not be easily discouraged when facing learning difficulties. Students will have independence in carrying out the tasks given, able to plan, manage and be smarter in managing the use of time they have to learn. So it is very important if the teacher can apply the SRL strategy in the teaching and learning process so that the hope to educate and produce independent students can be achieved.

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