Self Regulated Learning Effect on Learning Outcomes in Moderated Student Learning Motivation

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Abstract—**Learning outcomes is one benchmark achievement of teaching and learning activities in schools. Many factors can affect the learning outcomes used by students in school, one of the factors that influence self regulated learning. Self regulated learning is the process by which a learner activates and sustains his cognition, behavior, and feelings that are systematically oriented towards the achievement of a goal. The purpose of this study is to determine the effect of self regulated learning on learning outcomes in moderation of students learning motivation in Economic lesson class XI IPS in Senior High School. The method used in this research is descriptive quantitative. Data collection techniques used were questionnaires and documentation. Population in this research is all student and student in class XI IPS in Senior High School counted 143 people, while sample in this research is all student and student of class XI IPS Senior High School bad 143 people. The result of research stated self regulated learning positively influence to economic learning. Learning motivation has negative effect. While the learning motivation does not moderate the relationship between self-regulated learning and economic learning outcomes.**

Keywords—*self regulated learning; learning motivation; learning outcomes*

I. INTRODUCTION

A good learning outcome is one of the benchmarks for students in the education process. With the learning outcomes achieved by students from an activity or business obtained by students after following a particular material, it is expected that it can change the cognitive, behavioral and psychomotor aspects that can be measured quantitatively and qualitatively. But based on the results of preliminary observations made by the author, obtained data that not all students of class XI IPS in Senior High School have good cognitive abilities. While the economic learning conditions of students in the XI IPS class of Senior High School, there are still many students who scored below the Minimum Passing Criteria (KKM), which of 143 students is 81 (56.65%). There are still many low test scores and most students must take remedial.

There are several factors that affect student learning outcomes, among them are internal factors that include physiological conditions and psychological conditions that can be seen from intelligence and learning motivation [1]. The success of a child in undergoing the education process is not determined by the Intelligence Quotient (IQ) alone, one of the

factors that also influence the success of students in achieving optimal performance is self-regulated learning [2]. Self regulated learning is a process whereby a student activates and sustains his cognition, behavior, and feelings that are systematically oriented towards achieving a goal [3]. Also states that self regulated learning includes the ability of cognitive strategies, learning to learn, and learning throughout the ages [4]. Self regulated learning is how they see themselves as assistants in their own behavior, they believe that learning is a proactive process, motivating themselves and using strategies that enable them to achieve satisfying academic results [5].

Students who have self regulated learning have characteristics, namely: self evaluating, organizing and transforming, making goal settings and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequating, rehearsing and memorizing, seek peer assistance, seek teacher assistance, seek adult assistance, test or work reviews, note reviews, and text book reviews [6]. The ability of self regulated learning is the only dimension of school life that significantly affects the quality of learning outcomes, both cognitive and affective [7].

Self efficacy, achievement motivation, and self regulated learning have an effect on academic achievement both directly and indirectly [8]. Students achievement motivation influences the choice of learning approach and it will have a great influence on academic achievement, ie the academic level of motivation influences the impact of the learning approach on academic achievement [9]. There is a relationship of learning motivation and self regulated learning and also to determine the relationship of self efficacy and intrinsic value to the motivation and relationship of cognitive strategy used and self-regulation to self-regulated learning [10]. Students with positive attitudes and higher motivations tend to show self regulated learning behavior and performance-oriented orientation in their academic field [11]. Therefore, teachers need to see self-regulated learning of students and motivation, because the two correlated components will be able to predict whether students will achieve academically [12,13].

Self regulated learning also considers students to be able to manage aspects of the learning process in addition to cognitive processes but also can control aspects of their motivation, so that ultimately can have an impact on their learning and achievement [14]. Self regulated learning has also emphasized

student efforts to increase the persistence of time in doing the task [15]. Motivation has also been identified as a learning process field that students actively manage themselves in social cognitive [16]. In line with this view, describes resource management or business control as an important component of student self-learning [17]. and motivation is an important part of independent learning [18].

Based on previous studies indicated that self regulated learning is the main ingredient in academic achievement or learning but still no one discussed more deeply about the influence between self regulated learning on learning outcomes in moderation of student learning motivation on Economics subjects in high school. Therefore Juan of this research is to know the influence between self regulated learning to learning outcomes in moderation of student learning motivation on Economic subject of student in high school. This research uses quantitative descriptive method. Hopefully, this way is useful because it will be able to know the influence of self-study of learning outcomes in school.

II. METHOD

This research uses descriptive research method associative with quantitative approach. The population in this study is all students of class XI IPS in Senior High School 1 Barabai Lesson Year 2016/2017, which amounted to 143 students. The sample is part of the number and characteristics possessed by the population. In this research the sampling technique used is a saturated sample that is the technique of determining the sample when the population member is used as a sample, where all members of the population are sampled. Data collection techniques used questionnaires and documentation. Questionnaire used is a closed questionnaire, questionnaire that the number of items and alternative answers and the response has been determined, the respondents just choose it in accordance with the actual situation. In this case the measurement scale used is the attitude scale.

Variables in this research consist of: X1 that is, self regulated learning in class XI IPS students at Senior High School 1 Barabai. Students who have self-regulation in learning at school have the characteristics, namely: self evaluating, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequating, reheating and memorizing, seek peer assistance, seek teacher assistance, seek adult assistance, test or work reviews, note reviews, and text book reviews.

X2 that is, the motivation of students in class XI IPS in Senior High School. Students who have the motivation to study in school have indicators, namely: the existence of desire and desire to succeed, the encouragement and need in learning, the hopes and aspirations in the future, the existence of appreciation in learning, the existence of interesting activities in learning, the existence of a learning environment conducive so that it allows students to learn. And Y that is, student learning outcomes in Economic subjects in class XI IPS in Barabai 1 High School. Learning outcomes can be seen from the results of the summative test or the results of the Midterm Examination which are realized in the form of numbers.

III. RESULTS

Based on the results of data analysis from the questionnaires that have been distributed, get data about the effect of self regulated learning on learning outcomes moderation of student learning motivation in class XI IPS in Senior High School as follows, firstly, self regulated learning belonging to criteria is sufficient. For more details, can be seen in the following table 1.

TABLE I. SELF REGULATED LEARNING FREQUENCY DISTRIBUTION

No	Indicator	Average	(%)	Criteria
1	Self evaluating	14,41	62,73	Good
2	Organizing and transforming	13,03	53,53	Sufficient
3	Goal setting and planning	4,89	48,16	Sufficient
4	Seeking information	12,11	47,40	Sufficient
5	Keeping record and monitoring	7,87	48,37	Sufficient
6	Environmental structuring	12,84	52,26	Sufficient
7	Self consequating	13,14	54,25	Sufficient
8	Reheasing and memorizing	13,08	53,86	Sufficient
9	Seek peer assistance	10,69	47,41	Sufficient
10	Seek teacher assistance	12,69	57,93	Sufficient
11	Seek adult assistance	12,60	50,66	Sufficient
12	Review test or work	8,17	52,12	Sufficient
13	Review notes	10,44	53,60	Sufficient
14	Review texts book	10,43	53,58	Sufficient
	Self Regulated Learning	156,46	53,58	Sufficient

Based on table 1, it is known that the indicator with a high percentage is self evaluation (62.93%). While the indicators with low percentage is seeking information (seeking information) that is equal to 47.40%, this is because the lack of initiative for students to love reading, there are still many students who do not like to library to read books or borrow books. Students are also still fixated on textbooks and LKS books, students also do not always browse and search literature or other media to find additional information.

Second, the students' learning motivation belongs to good krteria. For more details can be seen in the following table 2.

TABLE II. FREQUENCY DISTRIBUTION OF LEARNING MOTIVATION

No	Indicator	Average	(%)	Criteria
1	The desire and desire succeed	15,63	70,86	Good
2	There is encouragement and need in learning	12,62	71,83	Good
3	There is hope and aspiration in the future	9,12	68,00	Good
4	An appreciation in learning	8,76	60,00	Good
5	The existence of interesting activities in learning	8,83	64,77	Good
6	There is a conducive learning environment that allows students to learn	9,06	67,33	Good
	Student Learning Motivation	64,05	68,33	Good

Based on table 2 is known that the indicator with a high percentage is the encouragement and the need in learning that is equal to 71.83%, and indicators with low percentage is the existence of awards in learning that is equal to 60.00%. This is because the lack of teachers gives awards to students for what

students have done. There should be rewards that are not necessarily prizes in the form of goods, but can use applause and praise as a reward so as to motivate students to be more motivated to learn.

Third, the results of learning economic subjects in students can be seen in the following table 3.

TABLE III.   LEARNING OUTCOMES

No	Value Range	F	Explanation
1	80 - up	49	Very Good
2	66-79	55	Good
3	56-65	39	Sufficient
4	46-55	-	Deficient
5	45 - down	-	Failed
	Total	143	-

Based on table 3 can be seen the results of student learning class XI IPS Senior High School 1 Barabai in view of the UTS results, students who have values with criteria well that is as many as 49 people, students who have values with good criteria that is as many as 55 people, and students who have value with sufficient criteria that is as many as 39 people. This shows that many students get grades with good criteria because some students master the subject matter and can answer the questions given correctly.

And the results of this study also there is the influence between self-regulated learning on learning outcomes in moderation of students' learning motivation in Economics subjects of class XI IPS in Senior High School 1 Barabai. Correlation between research variables are presented in the table 4.

TABLE IV.   CORRELATION BETWEEN RESEARCH VARIABLES (N = 143)

Model	R	R^2 (Adjusted R^2)	B	SE	β	t	p
Model 1	580**	.336 (.322)					
Constant			55.634	44.033		1.263	
X1			.263	.297	.466	.884	.378
X2			-.731	.773	-.493	-.946	.346
X3			.003	.005	.535	.545	.587

Based on table 4 showed self-regulated learning positively affect the economic learning outcomes of class XI IPS students in SMA Senior High School 1 Barabai (b1 = 0.263, p = 0.378> 0.05). Learning motivation has negative effect (b2 = -0,731 not significant, p = 0,346> 0,05). Learning motivation does not moderate the relation between self regulated learning and the economic learning result of XI IPS students in Senior High School 1 Barabai (b3 = 0,03, p = 0,587> 0,05). While the results of variable regression shown in tables 5 and 6 below:

TABLE V.   RESULTS OF SIMPLE LINEAR REGRESSION OF SELF REGULATED LEARNING ON LEARNING OUTCOMES

Model	R	R^2 (Adjusted R^2)
1	.565	.319

TABLE VI.   RESULTS OF SIMPLE LINEAR REGRESSION OF SELF REGULATED LEARNING ON LEARNING OUTCOMES IN THE MODERATION OF STUDENT LEARNING MOTIVATION

Model	R	R^2 (Adjusted R^2)
1	.580	.336

The value of R2 in the first regression (table 2) is 0.319 or 31.9% while after the second regression equation (table 3) the value of R2 rises to 0.336 or 33.6%. By looking at the results above, it can be said that with the motivation to learn (moderation variable) will be able to adequately strengthen the relationship of self-regulated learning to learning outcomes.

IV. DISCUSSION

The description of positive learning self regulated on the economic learning outcomes of the 11th grade students of Social Sciences at Senior High School 1 Barabai is (b1 =

0.263, p = 0.378> 0.05). Learning motivation is negative (b2 = -0.731 is not significant, p = 0.346> 0.05). While learning motivation does not moderate the relationship between self regulated learning and the economic learning outcomes of class XI IPS students at Senior High School 1 Barabai at (b3 = 0.03, p = 0.587> 0.05). If the variable becomes a moderating variable, the existence of learning motivation can be sufficient for independent learning of learning outcomes. If self regulated learning increases then students are aware of the purpose, control, manage and direct, and prefer a mature plan in achieving success. In this case, the learning outcomes of student achievement are high or increasing. Competence of self regulated learning has a high impact on student learning outcomes.

Students should increase self regulated learning in learning so that the obtained economic learning results are increased. Increased self regulated learning can be done by increasing the curiosity by always looking for the latest information that can add knowledge to get used to reading books, newspapers and even watching the latest news and always update the information from the internet to increase knowledge.

Must be more active to ask with friends if there is still material that cannot be understood, borrow a notebook if the records are owned not yet complete. Should always spend at least an hour to learn back at home. To make it easier to remember it can record the important things from the explanation of the subject matter. Should be more creative to know effective ways to memorize quickly, can read over and over by making small notes that can be taken anywhere. Must have targets achieved so that if there is a clear goal will spur to be more active learning, repeating the reading notes, reading textbooks, answering practice questions first before being given the task. Should be able to set the learning environment

by sitting in a strategic place so that it can be carefully listened and paid attention. As well as open to receive input, questions, and answers from friends, teachers, parents and relatives.

Therefore, students believe that self-regulated learning becomes one of the most important movable skills that should be the focus in school. Because it can increase the level of motivation and enable students to be responsible for their own learning.

V. CONCLUSION

Self regulated learning has a positive effect on the economic learning outcomes of class XI IPS students at Senior High School 1 Barabai. Learning motivation has a negative effect. Whereas learning motivation does not moderate the relationship between self regulated learning and the economic learning outcomes of class XI IPS students at Senior High School 1 Barabai. However, the existence of learning motivation will be able to adequately strengthen the relationship between self regulated learning and learning outcomes.

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