

Self-Regulated Learning Constructions for First Middle School Students

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Abstract

Self-regulated learning has benefits for students and teachers. The benefits of self-regulated Learning for students, namely students can control learning behavior and control the environment so that they are effective in achieving their learning goals. Whereas for teachers is a learning strategy or method used by teachers to help teachers facilitate students in accordance with their character in determining effective learning. Various methods are used to uncover self-regulated learning; an efficient way is to measure it. Therefore it is necessary to measure the self-regulated learning ability, which empirically tests the level of goodness. The research objective is to develop a self-regulated learning scale that meets psychometric requirements and is free from bias.

Keywords: self-regulated learning, psychometric requirements

1. INTRODUCTION

Early adolescent students according to Hurlock (1990), aged 12 to 18 years, where students begin to bond with the environment of friends, learning and life outside the home. The period where they have to adjust between interests and responsibilities, feeling confused with the many changes in biological and learning environment. At the development stage of junior high school students aged 12 to 15 years, competencies that must be possessed include responsibility in learning, self-regulated learning, using many learning strategies, independent compared to previous levels. One of the learning objectives is to free themselves from their need for teachers so students can continue to learn independently throughout their lives. Independent student students must have good self-regulated learning skills, this is called Self-Regulated Learner.

One of the competencies of junior high school students is self-regulated learning is described as the ability of students to use learning strategies to manage their logic so that learning is more effective. Not all junior high students have good self-regulated learning. One of the effects or phenomena that occurs when self-regulated learning is not good is academic procreation, procrastinating behavior to do something related to academic work (Rivanda, 2019). The ability of self-regulated learning is useful in encouraging students to be more effective in the learning process (Zimmerman, 2007). Students with low ability will have difficulty in accepting subject matter so that learning outcomes are not optimal (Ambarsari, 2017). The ability of self-regulated learning is needed by students to organize,

direct, adjust and control themselves in the face of learning tasks to improve achievement in learning.

Self-regulated learning is an important competency that students must possess. Educators must obtain information on the ability of regulation in student learning. Various ways can be done to uncover the regulation in learning; an efficient way is to measure it. Good measurements must meet the psychometric standards that describe the ability of these students, so it is very important to make or develop a measuring instrument that is reliable, valid and has an accurate difference.

2. LITERATURE REVIEW

Self-Regulated Learning illustrated the ability to be active participants in metacognition, motivation and behavior in the learning process (Pintrich, 1993; Wolters, Pintrich & Karabenick, 2003; B. J. Zimmerman, 1986).

Self-Regulated Learning has an important role for students in controlling learning behavior and controlling the environment to be effective in achieving their learning goals. Self-Regulated Learning is used by the teacher as a learning strategy / method to facilitate students in accordance with their character in determining effective learning. The right and efficient way to find out the level of Self-Regulated Learning through measurement or test. This research develops measurement tools that have both conceptual and empirical requirements.

2.1 The Self-Regulated Learning construct

The development of self-regulated measurement tools in learning generally uses survey methods. According to Azwar (2011), if the theory or concept feels incomplete or not in accordance with the local culture, then the scale design may combine some / all of the two or three theoretical concepts to be processed into the desired conceptual reference scale.

Development of self-regulation measurement tools in learning in this study, combining the three conceptual frameworks of SRLIS, MSLQ and LASSI. The three concepts were chosen with consideration: (a) the concept of measuring instrument aims to measure learning strategies, (b) based on the journal mentioned three tools tested for validity, reliability and most often used as a standalone measure or combined with other measuring devices (Roth, 2016), (c) used to measure the ability of self-regulation in learning for students, research is constructed for junior high school students and equivalent, (d) measuring instruments SRLIS, MSLQ and LASSI are self-report measurement tools in accordance with the design objectives of measuring instruments.

2.2 Grouping of Sub-Measurement Measure Tools

LASSI measuring devices have sub-aspects of information processing from metacognitive aspects. Information processing, part of a learning strategy that assesses how well students can use cognitive skills such as elaboration, organizational strategy, and critical thinking as learning strategies to help students. Conclusions information processing is broken down into several sub-aspects (elaboration, organizational strategy, and critical thinking). Strategies are used to build bridges between what students already know or believe and what they are trying to learn and remember (Weinstein, Palmer, & Acee, 2016).

2.3 Variables that affect Self-Regulated Learning

Variables that affect Self-Regulated Learning consist of internal and external aspects. Internal aspects consist of metacognitive, motivational and behavioral aspects. The external aspect consists of social components such as gender, age group, social status of parents and academic achievement.

Social components such as social relationships and sociocultural contexts of students, will influence the score in the measurement (Santrock, 2010, pp. 531-538). Social motives are needs and desires that are known through experience with the social world. Students' social needs are reflected in their desire to be popular with peers, teachers or parents (Santrock, 2010, p. 532). Social relationships, between students and parents, peers, friends, teachers and mentors and others can affect their social achievement and motivation. Sociocultural contexts, such as socioeconomic, ethnic and gender status backgrounds (Zimmerman & Martinez-Pons, 1988; Santrock, 2010). Measurement is not

biased, so the social component becomes a measurement variable.

3. RESULT

3.1 Concept and Operations

The operational variable of self-regulated learning is the ability of students to control their learning behavior according to their demands and environmental conditions to be effective in achieving their learning goals grouped in metacognitive, motivational and behavioral aspects. The aspects of self-regulated learning include metacognitive, motivational and behavioral aspects based on the concept of SRLIS (Zimmerman and Martinez-Pons, 1988), MSQ (Pintrich, 1991), LASSI (Weinstein, Palmer & Acee, 2016).

The definition of construct is:

- a. Metacognitive is a process of self-mastery in which students based on self-regulation set Organization Strategies, Goal-Setting and Planning, Rehearsal, Elaboration, and Critical Thinking.
- b. Motivation is the readiness in students to move towards certain goals with Self-Evaluation, Self-Consequences, Memorizing, Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Control of Learning Beliefs, and Self-Efficacy for Learning, Performance Test Anxiety, and Attitude.
- c. Behavior is the active process of students in regulating themselves to stay focused on achieving goals with Reviewing Records, Social Help, Environmental Structuring, Monitoring, Concentration, Self-Testing, and Academic Resources.

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