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SELF-REGULATED LEARNING GUIDANCE BASED TO DEVELOP THE CHARACTER OF PGSD STUDENTS

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ABSTRACT

This study aims to develop and test the effectiveness of character strengthening guidance for PGSD students based on self-regulated learning. The development research design is used for model development by involving subjects from PGSD students, and academic supervisors. Self-regulated learning-based character guidance is directed to encourage students to apply the principles of self-regulated learning in their learning. It is proven that this model can improve student learning patterns in harmony with the principles of self-regulated learning and increase learning achievement.

KEYWORDS

Character development, Self-Regulated Learning, Learning Achievement

INTRODUCTION

FKIP Universitas Mataram is one of the faculties that is in great demand by students. Every year thousands of high school and vocational high school graduates register as students. The number of registrants continues to experience a significant increase, especially in the Elementary School Teacher Education (PGSD) study program. This condition indicates that being a teacher, especially elementary school teachers, is still quite attractive to the people of NTB. This opportunity is a challenge for the PGSD study program in particular to continue to improve the competence of students who are able to compete and have characters according to the SRL principles.

New teacher candidates must be guided and understood that studying at the teaching faculty tend to be different from other faculties or study programs. As prospective teachers, there are many rules that require students to have ethics and an attitude of independence in many ways, such as carrying out more focused and intensive learning activities, polite, honest behavior, discipline in managing time, as well as reflecting on the process and learning outcomes. As prospective teachers / educated people, their daily behavior is expected to be a reference for the surrounding community and will have a positive influence on the formation of the character of the surrounding community (Maya, 2017).

Empirical facts show that it is still found that students have not been able to adjust to campus life (Aisyah, 2013). There is a tendency for students to be happier if the lecture material has been "processed" and then directly delivered by the lecturer, they just "swallow" it. In line with the findings of a study that students of FMIPA State University of Makassar tend to be lazy and less enthusiastic in attending lectures. They study only when there is an exam (Jazudi, 2005).

Other facts found out by some lecturers that during the lecture process such as: a) exams, there are still students collaborating with their friends, also when doing assignments, b) students are still found copying their friends' work when doing independent assignments, c) the initiative to find reading sources is low while In fact, many available sources can be

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accessed, d) there are still students who lack discipline in attending lectures, e) when not attending lectures, there is no attempt to ask questions about the material or assignments discussed, and f) there is still an assumption that some students are important to get grades not in the learning process.

Self-regulated learning (SRL) has a very strategic role in many aspects of life, especially the academic field. This is reinforced by the results of research by Fasikhah, S. S. & Fatimah, S. (2013) that students who were given SRL training experienced increased learning outcomes compared to students who did not receive it. According to Bermawy (2009), learning in higher education is designed based on four assumptions, namely the concept of independence to self-regulate; adult experience is a treasure; readiness to learn; and learning orientation centered on life or problems.

Learning based on SRL is a proactive and conscious process used by students to control their own learning process in the form of cognition, motivation, and behavior. Examples are setting learning targets/objectives; choose the learning method/strategy that is most appropriate to the resources and situation; as well as monitoring among students that occur on the initiative, as well as self-motivation in achieving learning achievement (Zimmerman, 2008). In the process, learning based on self-regulation is that students monitor and regulate their learning strategies.

Activities to monitor learning activities include checking lecture content, solving learning difficulties, measuring sustainability, and predicting learning outcomes (Cheng, 2011). Learning based, self-regulation is a multi-dimensional activity involving cognition, emotion, action, and environment. Guidance efforts by lecturers are in the form of assignments to students in self-assessment, determining goals, learning strategies, motivation, and monitoring (Cheng, 2011; Barak, 2010). Assignment to students in journaling of learning activities will form SRL-based characters.

Students stated to have implemented SRL if they have strategies to activate metacognition, motivation, and behavior in their own learning process (Dignath, C., & Büttner, G., 2008). The habit of organizing and directing oneself according to the expected goals can be formed in students, especially in learning. Furthermore, Montalvo & Torres (2004) explained that SRL is an active-constructive process in which students set their learning goals and then try to monitor, regulate, and control cognition, motivation, behavior, and the character of the context of the learning environment and develop and maintain positive values. study in order to achieve the learning objectives.

SRL is implemented in three cyclical stages. The three stages are planning/ future thinking, implementation / performance, and self-evaluation / self-reflection (Montalvo & Torres, 2004; Zimmerman, 2002; Zimmerman & Moylan, 2009). The first phase, planning refers to the process and beliefs before an effort is made. This stage is the preparation process in carrying out the main task. There are two main processes in this planning phase, namely self motivation and task analysis. The first process of self-motivation in SRL is strongly influenced by self-efficacy (Zimmerman, 2002). The second process is task analysis. This process is related to goal setting, strategic planning, and monitoring of results (Zimmerman, 2002; Zimmerman & Moylan, 2009). Goal orientation is basically something that students want to achieve (Kreitner & Kinicki, 2001). Goal orientation serves as a guide for students in directing their behavior. Planning learning strategies is strongly influenced by metacognitive abilities and knowledge of learning strategies (Zimmerman, 1989), and understanding of the context in which he will learn (Butler, 1996). The more effective students are in developing strategic planning for self-

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management, behavior, and the environment; the higher the level of self-regulation of the student.

The second phase is implementation (monitoring). There are two main processes that occur in this phase, namely self-control and self-observation (Zimmerman, 2002). Self-control refers to the implementation of a predetermined strategy. Learning strategies that are usually used include strategies for identifying important information, taking notes, remembering previous information, elaborating, organizing, summarizing and monitoring understanding (Omrod, 2003). Self-observation refers to self-recording of self-experimentation to find out the cause of an event (Zimmerman, 2002). Self-observation is carried out to monitor the implementation of the planned learning strategy and its progress in achieving the learning objectives, including the factors that cause the non-functioning of a learning strategy (Bandura, 1999).

The third phase is the evaluation/self-assessment phase. There are two main processes that occur in this phase, namely self-assessment and self-reaction. Self-assessment refers to the comparison between the performance recorded in the self-observation with the standard (Zimmerman, 2002). Standards can be the performance of others, absolute standards for himself and his past performance. The standards are related to the objectives as stated in the first phase. If a student sets a mastery goal setting, he will use absolute standards of himself or his past performance. If a student sets a performance goal (performance goal setting), he will tend to use other people's performance standards (Ames & Archer, 1988). Self-reaction is related to feelings of self-satisfaction and positive affect related to performance (Zimmerman, 2002). The level of self-satisfaction is very influential on student motivation in carrying out self-regulation cycles in learning in the future.

This research is specifically directed to develop SRL-based character strengthening guidance. The results of this study are expected to be an intervention material, especially by lecturers, to help students apply SRL in learning and lectures.

RESEARCH METHODS

The research was conducted in the Department of Education, involving 40 prospective elementary school teacher students. The research subjects were prospective teachers who took the Learner Development course in the first semester. The teacher candidates are actively involved in SRL-based character strengthening guidance activities. This study used a quasi-experimental pre-post control group design (Fraenkel & Wallen, 1993). This study used one control class. With a descriptive approach to describe the SRL-based guidance process (Creswell, 2012).

The experimental data collection used a self-regulated-learning scale. Data collection for the pre-post test stage was carried out using a questionnaire. Questionnaire data were analyzed using SPSS-assisted t-test. During the experiment, a monitoring process was carried out to determine the process and benefits of treatment for the subject through lectures and FGDs.

RESULTS AND DISCUSSION

The results of this study were presented in three groups, namely the results of character questionnaire analysis and experimental test results. The results of the questionnaire analysis show that most students have difficulty applying the characters as mandated in the SRL concept or most students have learning patterns that are not relevant to the SRL principles. The following is a description of the student SRL.
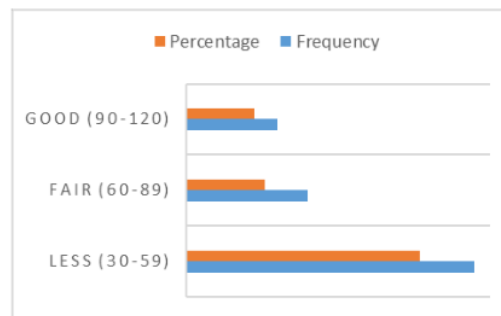
Figure 1. Pre-Test Result

The figure above can conclude that the results of the pre-test show that 79% of students are less able to apply learning based on SRL principles. Meanwhile, only 6% of students showed the application of SRL principles in learning. For the rest, 15% of students show the application of the SRL principle but it is still lacking.

Most students do not have clear short-term goals. Learning objectives are only long term and relatively abstract. If it is associated with the views of Zimmerman (2002), it can be concluded that the period of student learning objectives has not been adaptive. The period of learning objectives that students are expected to have is a short-term learning goal. Learning objectives with a short period of time or immediately are very influential on student performance or motivation (Zimmerman, 1989).

Commitment in achieving goals is also not high. This can be seen in learning behavior that is still demanded by the environment (such as when doing assignments). It seems that the non-adaptive learning objectives developed by students have an impact on the absence or weakness of the learning objectives developed by students. What commitments need to be developed if the goals achieved are not clear? This condition is in line with what is described in a study conducted by Klein and colleagues (1999) that between goal orientation and performance there is a mediator, namely commitment to goals.

Most students do not develop plans for learning activities including specific strategies that are developed personally to achieve their learning goals. Whereas the results of Hurk's (2006) research show that students who are effective in planning learning activities spend time studying more efficiently. If the condition of the subject in this study is related to the results of Hurk's research, it can be predicted that there is a possibility that students' study habits are still not effective, especially in terms of the use of time.

Based on the above study, it can be understood that the student learning behavior that has been applied so far is contrary to the learning principles as summarized in the SRL. When associated with the results of research, Evensen, et al. (2001) the condition of student self-regulation in learning is classified as reactive, not proactive. Their learning actions are still controlled by the environment and instead they use and manage the environment in such a way as to achieve learning goals.

Based on initial observations, most students still develop the notion that learning just flows. As long as he has read, it means he has learned. As long as he has done his homework, it means he has studied, and so on. Learning that is carried out in a regulated manner does not seem

to be a conscious thing as a process that he should do. This condition is in line with the results of the needs assessment.

So based on the things above, there are treatments that are carried out to encourage students to be able to apply the SRL principles in learning. Character strengthening guidance is in line with SRL principles. SRL-based character strengthening guidance is carried out by asking students to make study journals.

The student SRL process can be described in the following three stages of exposure. The first is the planning stage which refers to the process and belief that occurs before the effort is made, students feel capable and happy to carry out the tasks given by the lecturer. Student self-efficacy, on tasks such as setting targets, analyzing tasks that are considered difficult, is at a moderate level. However, when compared to other information, students feel that their self-efficacy towards difficult task analysis is at a low level. When they are not faced with a problem or task directly, they feel they can, but when it is associated with events related to learning experiences and lectures, they immediately reduce their level of self-efficacy. Factors that cause low self-efficacy are previous experience of failure, experience of others, fatigue or physical factors, and social persuasion.

The second process is monitoring (implementation). Self-monitoring activities are rarely carried out by students. Several types of self-control are still carried out by research subjects, including choosing a safe seat in the classroom; study at night to complete assignments; maintain emotions and motivation by remembering the ideals, parents and calm down; and not fixated on the lecture materials so as not to stress.

The third process is evaluation. Evaluation of learning activities is carried out by the subject by comparing the learning outcomes achieved with the activities carried out. Self-reactions from unsatisfactory learning evaluation results or presentations are shame, anger, feeling lost in time (not passing the course), and trying to learn better next time.

During the experimental process, the students were monitored and a focus group discussion (FGD) process was conducted to understand the meaning of SRL-based character strengthening guidance for them. SRL testing is done using the percentage technique. The following are the results of the student SRL based on the post test.
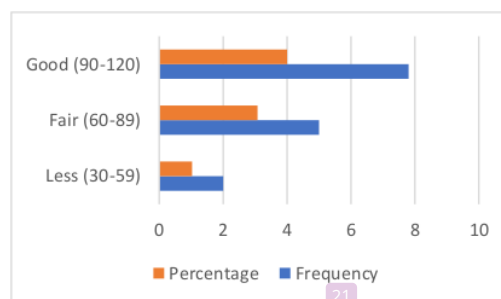

Figure 2. Post-Test Result

Based on the results of the table above, 80% of students show the application of SRL principles in their learning. As for those who do not apply the SRL principle as many as 4% of students and the remaining 10% of students are sufficient to apply the SRL principle in learning. Based

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on the test results, it shows that there is a very significant difference in the SRL score between the results of the pre-test and post-test scores.

In general, students stated that SRL-based character strengthening guidance was very beneficial for them. Based on the results of interviews and focus group discussions (FGD) both with students as research subjects and with lecturers as experimenters, it was revealed that SRL-based guidance can develop the character of PGSD students. This is supported by the results of the t-test as follows:

Table 1. Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Pre - Post	-37.213	39	.000

Based on the results of the Paired Samples Test above, it can be seen that the significance value is 0.000, because the significance value is less than 0.005, it can be concluded that SRL-based guidance has an effect on student character development. Based on the results of the analysis of pre-test and post-test questionnaires, it can be concluded that character guidance has a positive effect or in other words can develop student character.

CONCLUSION

Students who previously had learning patterns and lectures that were not relevant to the SRL principles, became applying learning to the SRL learning principles. SRL-based character strengthening guidance is directed at encouraging students to apply SRL principles in their learning. Character strengthening guidance improves student learning patterns in line with SRL principles and can develop student character. Therefore, it is hoped that there will be further research on the development of SRL in students from the context of lectures carried out by lecturers in classroom learning.

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