

Process of Self Regulated Learning an Student's Strategic Studies Activities in Learning Environment

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ABSTRACT: Many changes in the concept of educational psychology right now, so that self-regulated learning has been a major focus of research. There are some similarities that emerge from different theoretical concepts that exist in learning self-regulation. Model self-regulated learning is rooted in a broader conception of the development of self-regulation has been associated with a variety of domains to understand how active a person's role, objectives and reflect on their own function or behavior. Contemporary models of self-regulated learning proposing that the self-regulated learning is influenced by social factors and contextual, so it supports the perspective of social-cognitive most well understood is the reciprocal relationship, where cognitive personal factors, environment and behavior interact by way of reciprocity. The interrelationship, which includes the social environment and a variety of learning contexts, is as fundamental social cognition. The neighborhood has a significant impact on development, and also affects actualizing self-regulated learning. Seeing the cognitive and social perspective, requires the assumption that the social and the self is seen as a separate entity, while the role of social and environmental factors are factors to influence students and provide opportunities for the development of self-regulated learning skills. The theoretical framework of self-regulated learning assumes that social factors as a central factor.

Keywords: self-regulated learning, models of self-regulated learning, social factors.

Self-regulated learning is both a theory and a field of research on self-regulated school learning which emerged in the mid-1980s. Focusing on the principle that learning is an active and constructive process, research has enquired into the ways in which learners can take control of their own learning processes. Self-regulation is a key element within this theoretical framework. Zimmerman considers it important to clarify that self-regulation is not a mental ability and neither is it a skill linked to specific academic performance but rather it is a self-directed process by means of which learners transform their mental abilities into skills linked to activity practiced in a specific context. Such an approach sees learning as an activity which students do for themselves in a proactive way.

Research and observations on self-regulated learners in different times and using a range of methods have demonstrated that they approach school activities diligently, confidently and in an entrepreneurial way. Furthermore, they show awareness both of when they know a given fact or possess a specific ability and when they do not. In contrast with their 'passive' classmates, proactive self-regulated students search out information and adopt whatever measures are necessary to take control of it. When they encounter adverse situations such as bad study conditions, confusing teachers or text books which are difficult to understand they find ways to succeed in any case. Self-regulated learners see knowledge acquisition as a systematic and controllable process and feel greater responsibility in the achievement of their results. They show that they:

1. possess an awareness of the strategic relations which exist between regulatory processes or responses and learning results;
2. can make use of the strategies they are aware of to achieve pre-established objectives.

Self-regulated learning must thus be split into: (1) processes of self-regulation such as perceptions of self-efficacy which we will look at further on and. (2) adoption of strategies aimed at optimizing such processes such as, for example, setting intermediate objectives or the intrinsic task itself.

Identifying a highly exhaustive theoretical and experimental framework must be accompanied by teaching practice which is particularly attentive and aimed at promoting self-regulated learning. This has profound implications in planning, choice of teaching strategy, teaching practice, interaction with students and the way in which the school should be organized in order to promote activities aimed at acquiring and developing skills and self-regulatory abilities within teaching.

Furthermore this vision radically changes the focus of educational analysis: from the ability to learn and environments considered fixed bodies, the focus of educational analysis shifts to processes activated autonomously by students and the responses received from them with the aim of improving their skills and the environment in which they learn. This analysis is made up of two parts: the first deals with setting out the main theoretical perspectives relating to research into the processes involved in self-regulated learning and the second part briefly analyses what it means for didactics and focuses, in particular, on the importance of planning perspectives which place students at the center of the process as active, autonomous and aware of their learning processes in accordance with the main educational aims.

THEORETICAL REVIEW

Models of self-regulated learning

How someone in regulating cognitive processes has been a continuous issue for researchers in various disciplines of psychology. Self-regulated Learning has been the topic and attention, the emergence of several theoretical models of self-regulated learning.

There are several models in the self-regulated learning, self-regulated learning model are:

1. Boekaerts' Model of Adaptable Learning

The model of self-regulation Boekaerts adaptation learning focuses on student learning in the classroom. Basic premise is that the learners are trying to balance two priorities, namely (a) expand your knowledge and skills to improve their personal resources in the mastery of learning, and (b) establish what is known and believed the student to avoid and overcome or how to learn.

In accordance with the two-way, students refer to the constellation of: (1) strategies that build resources and (2) the coping strategies that protect resources. Thus, the model Boekaerts combines elements of cognitive and motivational elements. This success story depends on the capacity of learners to assess the overall situation and the control element assignment approach to learning.

There are three main sources of information. When students are involved in learning, the first is the perception of the environment. It is a composite of the task, the teacher's instructions and expectations of the physical and social context. The second source of information is a spectrum of knowledge and skills specific to the task domain which comprises an action plan. The plan includes: before the declarative and procedural knowledge, the success of the tactics and strategies that have been used previously, plus the metacognitive knowledge. The third source is the lack of level of information of interest of students, motivation, and values. Model

Boekaerts emphasize learners set goals and how to control for success and failure. The results of self-regulation plan how they can receive feedback on the destination. When the goal is not met, the students attempted to balance the goals in relation to control and adapt to maintain balance and satisfy her feelings. (Vohs & Baumeister., 2016; Aukrust, 2011).

2. Model Four Stages of Pintrich

Pintrich describes a model four stages in the learning stages of self-regulation, which begins with thinking, monitoring, control and activation phase. At these stages, students are making plans for learning sessions and activate the relevant knowledge and perceptions about the specific learning task and the context in which they will learn. In the second phase, monitoring learners monitor different aspects of themselves, tasks, and other contextual conditions. The assessments made during the monitoring process are active in the second stage to inform the third stage, the control. In the control phase, the students attempted to regulate aspects of the self, task, or context that is considered to impede progress toward learning goals. Fourth stage, the students involved in reaction and reflection, tasks, and context. Pintrich stated that although the four phases of this shows the order of time in the process, learners can simultaneously engage in monitoring, control, and reactions during learning tasks as well as information on the three phases may assist learners in updating objectives created earlier and plan of the first stage (Johnson, et al., 2011).

3. Social Cognitive Model Zimmerman

Zimmerman model developed social cognitive theory Bandura. Zimmerman development of social cognitive theory put forward there are three phases of the cycle of self-regulation processes in the model Zimmerman, namely: forward thinking stage (forethought), performance stage, and a stage of self-reflection. Forward thinking stage consists of two main processes task analysis and self-motivation. Self-motivation is composed of individual beliefs about learning is self-efficacy. Stage performance consists of two main groups of self-control and self-observation. Self-control refers to the application of a particular method or strategy that has been at the stage of thinking. Observation himself refers to the recording itself against personal events or experiment yourself to get the cause of the incident. Self-reflection phase consists of two main processes of self-assessment and self-reaction. One form of self-assessment is a self-evaluation that compares the results of observations themselves to the performance standards as the previous performance, the performance of others, or absolute performance standards. The other form of self-assessment is attribution of the causes which refers to beliefs about the causes of success or errors. Forms of self-composed reaction are self-satisfaction and an adaptive response or defensive. Increased self-satisfaction was increasing motivation, while the decline in self-satisfaction would undermine the learning effort. (Greene & Azevedo, 2015).

Zimmerman states there are three elements in the learning of self-regulation:

- a. Covering metacognitive awareness and understanding of the process of self-awareness and knowledge in determining learning approach as one way in the process of thinking. Metacognition ability to support the learning process of self-regulation with a plan, set goals, monitor, organize and evaluate a variety of activities during the upgrade process.
- b. Motivated. Individuals who are motivated are individuals who have a focus on the importance of the extraordinary efforts and persistence in learning. Motivation in learning self-regulation is a situation that shows the characteristics of high efficacy, as well as the nature of the self and the interest in the task, their perception of the students were able to complete the task and potential students will achieve success and courage to face failure.
- c. The behavior of active participation. Behavior active participation is a response that is influenced by several processes such as good behavior shown in the environment, active participation behavior is behavior that can be observed, can be trained and developed, and

its nature is interaction. The process of learning self-regulation of behavior in such select, organize and create an environment for learning. Students were seeking advice, information and a favored spot for learning. Students are also trained proficiency and strengthen the establishment of performance (Bembenutty, et al., 2015)

4. Model Winne and Hadwin

Winne and Hadwin describe a model consisting of four phases analyzed the tasks, set goals and make plans, implement strategies to complete the task, and regulating learning. Model Winne and Hadwin describe occasions when learners to learn, such as doing homework or prepare an oral presentation. Winne and Hadwin stated that instructions are four phases of learning flexible and recursive self-regulation. In the first phase, the students identify what they consider to be the conditions that determine a given task. These conditions are in two major categories. the condition of the task is the hope of a given task like destination teacher (or a book), a series of time available, the involvement of peers, social structure (eg, cooperative, competitive, or whether it is the responsibility of individual or collective), the resources available for start and then support the work on the task, guidance or assistance internal condition of cognitive students. Included in the scope and relevance of knowledge, motivational orientation, epistemological beliefs, knowing strategy learning tactics, and other qualities that make individuals unique learner. In the second phase of this model, learners build the perception of what tasks and, on that basis, set up the goal. In the third phase, students begin to engage with the task, taking steps to achieve the goal. In the fourth phase, large-scale changes to a previous phase can be performed, including changing metacognitive knowledge, to increase success in the present and for the tasks in the future. In each stage, Winne and Hadwin have a hypothesis that students engage in metacognitive monitoring. For example, in the first stage, learners can relearn external source what they know about the duty to revise their job descriptions. When the metacognitive monitoring is a later stage to the gap in themselves too big, learners repeat phase before adjusting.

5. Self-regulation Stuart Shankar

Shankar (2013) defines self-regulation as how well a child is able to handle stress and seek to recover it. Students are able to recover in a steady state is much more likely to learn, establish a good relationship and be self-motivated. Ways that are socially acceptable and help achieve positive goals, such as maintaining a relationship in learning and maintaining well-being.

Self-regulation consists of five domains that consist of domain physiological /biological, cognitive, emotional, social, pro-social. The fifth major source of stress in the lives of students that should be considered by Shankar such as:

- 1) Physiological, activity or energy levels in the human nervous system. For example, some children may be hypersensitive to sound.
- 2) Emotional, positive emotions (e.g. interest, curiosity, happiness) produce energy, while negative emotions consume huge amounts of energy
- 3) Cognitive, mental processes such as memory, attention, acquisition and retention of information, and troubleshooting.
- 4) Social, understanding social cues and behave in socially appropriate ways.
- 5) Pro-social, voluntary behavior intended to benefit another person, such as helping, sharing, donating, and work together. (Shankar, 2012)

Viewed from a variety of backgrounds and theoretical orientation of the researcher in question of several models of learning self-regulation of the above, it can be concluded and interpreted that learning self-regulation consists of the elements or factors as follows:

- a) Self-regulated learning is the extent to which students are active in the learning process not only in the cognitive and metacognitive but also in motivation and behavior.

- b) Self-regulated learning have in common is the recognition of the students in making a response-oriented self concludes.
- c) Self-regulated learning gives precise and detailed indication of how and why students choose to use one strategy or particular response.

Social factors

The learning environment refers to a variety of physical locations, context and culture in which students learn. Since students can learn in a variety of settings, such as out-of-school location and the outside environment, the term is often used as an alternative to more accurate or more like class, which has a connotation-more limited and traditional rooms with rows of desks and blackboards, for example.

This term also includes the culture of the school or his class ethos lead and characteristics, including how individuals interact with and treat one another-as well as the ways in which teachers can organize an educational setting to facilitate learning. This definition recognizes that students learn in different ways in a very different context. Since learners have to do the learning, the goal is to create a total environment for learning that optimizes the ability of students to learn. There is certainly no single optimal learning environment. There are an infinite number of possibilities for the learning environment, which is what makes teaching so exciting. How does the *social and physical environment* influence students' self-regulated learning?

According to Zimmermann the instrumental conditioning theorists are the most explicit on the subject of the links between self-functions and the immediate environment. Internal processes are defined in terms of their appearance in open behavior and the functional relationship between environment and behavior is the focus of this approach. The link with the environment is advantageous for the effective development of educational intervention procedures. In this sense the environment is capable of exerting modeling and reinforcing processes on learners. By contrast the phenomenological approach refutes the objective nature of the physical and social environment in that it makes it the subjective perception of learners.

This requires the construction of pathways centered on learners in the sense that teachers must evaluate the results of their activities taking account of their perceptions and not on the basis of external criteria. For this reason teachers must promote students' self-confidence in their ability to learn. The social cognitivists focus their research programmed on the relationship between specific social processes such as modeling or verbal persuasion and the various self-regulation processes. Environmental factors such as the nature of the task and the framework used to create it have also been systematically studied. Modeling and enactive mastery experiences have been shown to influence students' perceptions in achieving self-efficacy in a particularly significant way. Successful adaptation models can strengthen observers' sense of efficacy to the extent that they may succeed in experiencing them for themselves.

Information processing researchers argue that the physical and social environment is a relatively unimportant factor in determining self-regulation unless it is transformed into information that can be processed. If the influences of an environment are converted into specific information they can be self-regulated by means of control cycles in the same way as other sources of information. On the basis of such assumptions, certain theorists have argued for the need for a social environment as a necessary condition for the task in that it is evident that the presence of others influences students' needs to self-regulate their learning.

In the same way, volition theorists see the environment as secondary to cognitive factors whilst recognizing its impact on emotions and motivation. Control over the environment can increase only if control over action mediation is first improved. The students will to learn can

be increased by means of the tasks themselves and in the way they are set out. Volition strategies are also encouraged to maintain control in 'distracting' environments. Kuhl hypothesized that an unexpected failure, which is the key to the environmental event, triggers off a range of volitional control processes (in Zimmermann & Schunk, 2001). Failure interrupts the automatic mechanism and stimulates a critical condition in self-awareness which is necessary to volition processes. According to the principle of co-determination, Vygotsky emphasizes the role of physical and social environments in child development. Individuals develop within an influential historical social context and speech plays an essential role in adaptation and control processes in this context.

Once speech initially derived from social encounters especially in dialogue with adults is internalized it becomes inner speech and takes on its own dynamics. Inner speech is seen as an instrument which enables students to act on the physical and social context of the immediate environment in order to trigger off new levels of mental, physical and social functioning. Inner speech is thus shown to be a self-regulatory tool to be used in solving difficult tasks, overcoming impulsiveness, planning solutions to issues which require resolution and mastering one's own behavior. The constructivists trace the concept of learning environment to those of social conflict or discovery. They research pedagogic procedures which increase cognitive conflict via the use of tasks which favor learning by discovery or learning groups involving social conflict.

Learning by discovery procedures brings unexpected results for students. Social conflict, just as in encouraging face offs between students of different cognitive levels or points of view, has been shown to be useful in producing the cognitive conflict which is needed to build growth. Within constructivism other researchers have adopted a situated cognition approach and suggest that concepts of self and the use of self-regulating methods should be adapted to their social context and include local community tools, values and habits. In the second wave of constructivism, learning by discovery and cognitive conflict shifted from exclusively personal causes of cognition to generally accepted mediating constructs in the collaborative learning of personal theories, identities and action adaptation.

CONCLUSIONS

In the light of the research and theories considered, learning does not occur randomly but is prompted by learners. Learners, then, take an active part in their own learning processes to the extent that they are capable of managing and directing them. This in turn involves recognition of the self-awareness and motivation which learners are able to garner to manage not simply their activities but also their internal processes. It requires an approach to learning relative to visible (what is learnt) and hidden levels (how learning occurs, which processes are personally activated to direct and orientate their own learning). In view of pedagogic aims, didactics must take account of learners' meta dimensions suggesting mediation process building not simply between learners and knowledge but also between learners, their context and their 'selves' in order to develop competences and meta-competences as an autonomous, self-reflective and pro-active process.

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