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PEMBELAJARAN REGULASI MANDIRI SISWA; STUDI TAHAP KINERJA PROGRAM STUDI BAHASA INGGRIS DI UNIVERSITAS PGRI SUMATERA BARAT

Students' Self Regulated Learning; A Study of Performance Phase of English Department Studies At University Pgri Sumatera Barat

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Abstrak

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti terhadap Pembelajaran Regulasi Mandiri Siswa; Studi Tahap Kinerja Program Studi Bahasa Inggris Di Universitas Pgri Sumatera Barat. Penelitian ini bertujuan untuk mengetahui proses observasi diri mahasiswa dan kontrol diri mahasiswa dalam pembelajaran bahasa Inggris di Universitas PGRI Sumatera Barat. Dalam penelitian ini peneliti menggunakan penelitian kualitatif survei, dengan sampel 25 mahasiswa dari angkatan 2019,2020,2021,2022.Teknik pengambilan sampel dalam penelitian ini menggunakan metode puposif Sampling Pengumpulan data dilakukan dengan menggunakan kuesioner disebarkan melalui google form dan mendapatkan 2 mahasiswa yang diwawancarai. Metode analisis yang digunakan dalam penelitian ini adalah metode analisis dari buku ary 2010. Berdasarkan hasil penelitian, secara umum Pembelajaran Regulasi Mandiri Siswa; Studi Tahap Kinerja peneliti menyimpulkan bahwa dari kedua informan yang telah ditentukan peneliti terdeteksi dan kurang dalam observasi diri dan pengendalian diri ditinjau dari proses yang dilakukan siswa melalui sub indikator seperti pemantauan diri, rekaman diri, instruksi diri, pembayangan, pemusatan fokus dan strategi tugas. Hasil penelitian ini hendaknya menjadi parameter bagi mahasiswa dan juga dosen untuk lebih dipromosikan dan mengaplikasikan Pembelajaran Regulasi Mandiri Siswa; Studi Tahap Kinerja untuk kemajuan belajar mahasiswa.

Kata Kunci:
Pendidikan Bahasa Inggris
Pembelajaran regulasi mandiri
Fase kinerja

Keywords:
English Education
Self Regulated Learning
Performance Phase

Abstract

This research is motivated by the researcher's interest in Student Self-Regulatory Learning; Study of the Performance Stage of the English Study Program at Pgri University, West Sumatra. This study aims to determine the process of student self-observation and student self-control in learning English at PGRI University, West Sumatra. In this study, researchers used qualitative survey research, with a sample of 25 students from the 2019, 2020, 2021, 2022 class. The sampling technique in this study used the purposive sampling method. Data collection was carried out using a questionnaire distributed via Google form and 2 students were interviewed. The analytical method used in this study is the analytical method from the ary 2010 book. Based on the results of the study, in general, Student Self-Regulatory Learning; In the Performance Stage Study, the researcher concluded that from the two informants who had been determined, the researcher detected and lacked self-observation and self-control in terms of the processes carried out by students through sub-indicators such as self-monitoring, self-recording, self-instruction, imagery, attention focusing and task strategies. The results of this study should be a parameter for students and lecturers to further promote and apply Student Self-Regulation Learning; Performance Stage Study for student learning progress.

INTRODUCTION

In learning English, students learn the structure of language as well as the process of interpreting the acquired language. Students get the desired learning outcomes, students should have self-regulation in learning. Regulation of one is own learning activity depends on the person is awareness of their own learning and skills, structuring information and engaging with the learning process actively (Türkben,

2019). Furthermore, the results of previous studies show yet even good students do not always employ the best strategies for evaluating their learning processes, and struggling learners often are unaware entirely of which strategies to use or whether or not they use them (Spruce & Bol, 2015).

The quality of student learning is determined by their own efforts. This relates to self-regulation where students have rules that apply to them. The past few decades have witnessed enormous progress in educational research on self-regulation (Tseng et al., 2017). Then, in learning they rely on themselves and control behavior and become responsible students, according to (Seker, 2016) when learners use self-regulation strategies, they attain the ability and skills to plan, choose appropriate cognitive and metacognitive strategies, and evaluate learning.

However, some current issues regarding self-regulation for example, students tend to lack initiative in finding outvarious relevant information, students even plagiarized presentation material from unclear sources. Many students do homework on campus, even when lectures are taking place in class (Rosito, 2018). Based on the learning process implementation of the curriculum requires the teachers to change the mind set from teacher center to student center (Pratama, 2013). It mean, the results of these improvements show that the teacher no longer has much role in the learning process but students will do a lot of action, an example of implementing is observing, asking, collecting data, analyzing, and communicating

The problems faced by the students, it might be related to the implementation of the self-regulated learning phases. The first phase forethought include the processes of task analysis and self motivational. The second phase perfomance include self observation and self control. The third phase self reflection consists of self judgment and self reaction (Xu et al., 2010). Against the background of the problems, the researcher examine one of the three phases, the researcher investigated performance phases from self regulated learning.

METHODOLOGY

In this study, researchers used qualitative survey research. According to (Peter Airasian, Geoffrey E. Mills, 2012) A survey s an instrument to collect data the describe one or more characteristics of a specific population. A sample of 25 students from the 2019, 2020, 2021, 2022 academic year. The sampling technique in this study used the purposive sampling method. According to (Ishak and Abu, 2014) purposive or judgmental sampling is the more acceptable sampling procedure for qualitative research, particularly, when it involves selecting participant for special situations. Therefore, the researcher determined the characteristics or criteria based on the theory from Zimmerman experts in chapter two. For this study were students for several academic years at University PGRI Sumatera Barat who had self-regulation and to see learning independence in English education.

Data collection was carried out using a questionnaire distributed via Google form and 2 students were interviewed. According to (Airasian, 2012) An interview is a purposeful interaction in which one person obtains information from another. It means that was used to find out answering and feedback by students, it answered several questions from researchers regarding the processes experienced by students. The analytical method used in this study is the analytical method from the ary 2010 book. . According to (Ary, 2010) there were three steps to analyze the data. They are familiarizing and organizing, coding and reducing, interpreting and representing.

FINDING AND DISCUSSION

Based on the data analysis, the result in this study is it was obtained that the first informant was able to solve the problem, there was no concept map making, no summary, but there was practice in learning. Here it can be seen that this informant can be said to lack self-monitoring because he can solve problems and practicer learning with friend but there are several points that he does not have, such as making concept maps and making summaries.

The second informant can solve the problem, there is making a summary and there is practice in learning but he doesn't make a concept map. Here it can be seen that this informant has self-monitoring because he can solve problems, does make summaries and practice lessons, but there is only one thing he doesn't have, namely the absence of a concept map. The difference between the two informants was that the AE informant did not make a concept map, did not make a summary, but did a practicum. Meanwhile, SK's second informant made a summary, did some practice and there was no concept map.

The first informant was able to find out information on how to learn, know how to understand the learning material, but there was no self-recording in reading the text. Here it can be seen that this informant lacks self-recording because there is one thing that has not been done, namely self-recording while reading the text. From the second informant, they could find information about how to study, could find out how to understand the learning material, but there was no self-recording in reading the text. Here it can be seen that this informant also lacks self-recording because there is one thing that has not been done, namely recording himself while reading the text.

The first informant he has made statements to himself, has self-determination, can self-regulate when studying, organizes a learning environment that is free from distractions, has learning tactics, does not make concept maps, does not make summaries, does not do self-rewards but there is self-punishment if learning outcomes are not as expected ancarry out learning practices. Here it can be seen that this informant lacked self-instruction because he did several points such as practicing learning and self-punishment but there were also several points he did not do such as no concept maps, no summary, and self-reward.

The second informant she have said a statement to themselves, have determination to themselves, can arrange and organize themselves when studying, arrange a learning environment free from distractions, have learning tactics, have good learning quality, do not make concept maps , there is making a summary, there is no learning practice, there is self-reward but no self-punishment. Here it shows that this informant has self-instruction because he has done a number of points but there are also several points he has not learning practices and self-punishment.

The first and second informant can have plans after graduation, can imagine the future or future career and can know career information. Here it shows that this informant has imagery because he has done all the points. Based on the analysis above , from the first and second informant can resolve distractions while learning, can increase concentration in learning and can overcome distractions while studying. Here it shows that this informant has attention focusing because he has done all the points

The first and second informant can explore and seek knowledge about assignments, can remember and weigh the quality of assignments, can foster interest in college assignments and can overcome assignment difficulties. Here it shows that this informant has task strategies because he has done all the points.

Sub indicators	Description	AE	SK
Self monitoring	Able to solve complex problems at one time	✓	✓
	Generate concept maps	-	-
	Make summaries/notes	-	✓
	Quiz practice/practice	✓	✓
Self recording	Proximity, information and accuracy	✓	✓
	Valence of feedback	✓	✓
	How long it takes to record reading text	-	-
Self instruction	Remembers and directs own verbal statements	✓	✓
	Setting up a learning environment free of distractions	✓	✓
	Study tactics	✓	✓
	Generate concept maps	-	-
	Make summaries/notes	-	✓
	Quiz practice/practice	✓	✓
	Self reward	-	✓
	Consequences/self-punishment	✓	-
Imagery	Future plan	✓	✓
	Career imagine	✓	✓
Attention focusing	Can overcome learning disorders	✓	✓
	Can regulate the concentration of learning	✓	✓
Task strategy	Looking for assignments from various sources (internet)	✓	✓
	Remind of task relations and task quality	✓	✓
	Interest in the task	✓	✓
	Remembering the tactics and strategy of the task	✓	✓

Table 1: Result From Informan

CONCLUSION

Based on the findings of the research data, the researcher concluded that from the two informants who had been determined by the researchers, they were detected and lacking in self-observation and self-control in terms of processes carried out by students through sub-indicators such as self-monitoring, self-recording, self-instruction , imagery, concentration and task strategy. Thus, it is from there that the researcher sees and knows the ways and learning processes that students go through while studying. In determining the lack of individual students doing self-observationand self control is likely to be influenced by several factors, one of which is student habits.

SUGGESTION

Related to the conclusions above, it is suggested for future researchers to look deeper into self-regulation, especially self-observation and self-control in the performance phase which will provide a lot of information, methods and learning processes. Then for lecturers to better see the potential and abilities of students because from there lecturers can get an idea of the methods and ways of learning, then students are more guided in learning such as giving examples by giving challenges to students to be motivated in exploring and solving these challenges and need to be given full attention so that the learning process is as expected and academic improvement can be achieved. This study should be a parameter for students and lecturers to further promote and apply Student Self-Regulation Learning; Performance Stage Study for student learning progress.

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