

Developing A Self Regulated Learning Inventory For Junior High School Students

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***Abstract :** Self Regulated Learning (Self Regulation in Learning) is the use of strategies in the student's learning process, where he monitors himself in doing a task and tries to use systematic steps to achieve his learning achievements. Self Regulated Learning is a mixture of academic learning skills and self-control that makes students more motivated in achieving maximum learning achievements. The procedure for developing the Self Regulated Learning inventory uses the Borg and Gall development model which consists of 10 stages, but the researcher only limited it to the fifth session, namely improving the results of the early field trial. The test subjects were 3 experts consisting of 2 in the field of counseling tutorials and 1 counselor. The information collection instrument used was the Self Regulated Learning scale, and the Self Regulated Learning instrument evaluation scale to calculate the quality of the scale by expert examiners. The analysis of information in this study was in the form of descriptive analysis to identify the suitability of variables with markers, markers with descriptors, and descriptors with the Self Regulated Learning scale statements. The results of this development expert test created a Self Regulated Learning inventory product consisting of 64 items consisting of 38 favorable statements and 26 unfavorable statements. Based on the early product trials tried by the three experts, it has obtained suitability for variables, markers, descriptors, and statement items. This means that this Self Regulated Learning Inventory product already has validity and is worthy of being developed. The limitations of this research are that researchers only use 5 of the 10 stages of the Borg and Gall development model due to limited time and the difficulty in finding wider respondents during school holidays. The recommendation for further research is that if you want to use this development product more widely, a trial process is needed with wider respondents and through more systematic steps according to the needs required.*

Keywords : Inventory, Self Regulated Learning

I. INTRODUCTION

Self-regulated learning is one of the constructive learning models that enables students to achieve learning goals. A student must have the ability to control themselves. If a student is faced with environmental problems, they will need to know how to solve the problem (Zimmerman, 2012).

The role of the school is very broad because in it there is a part of the lower form of the continuity of learning, namely the creation of growth behavior and skills and learning to cooperate with friends in their group. Young people improve themselves according to their perspective and how to place themselves in the area therefore it is important to improve self-growth for young people.

the things that hypnotizes adolescent self-development is social development (Susetyo & Kumara, 2012). Based on Tekeng & Alsa (2016) in their social development, adolescents have tasks that they are consciously or unconsciously required to fulfill, such as school assignments, but on the other hand, the challenges for adolescents to fulfill these tasks are very difficult so that adolescents need other people such as peers or classmates, family and their social environment. Adolescents often have difficulty regulating themselves in learning (self-regulated learning) because one factor is interference from their peers (Susetyo & Kumara, 2012). This is because adolescents often prioritize solidarity in friendships which causes them to tend to follow what their friends say.

In the learning process, both at lower and advanced levels, self-regulated learning is a skill that must be possessed by students. However, it often occurs in the field, even though they have great academic skills, students cannot achieve maximum achievement because they lack the ability to control themselves in learning (self-regulated learning). Therefore, to achieve maximum learning achievement, good self-regulation is needed in the learning process.

Self-regulated learning can be defined as “controlling or focusing on learning” or “learning by focusing or controlling oneself”. Self-regulated learning combines many things about efficient learning such as knowledge, motivation, and self-discipline. Students who learn with good self-regulation can understand themselves and how they learn. Self-regulated learning has a very significant influence in the world of learning (Zimmerman, 2012).

So far, the ability to regulate oneself in learning (self-regulated learning) is not simple to measure. The ability to regulate oneself in learning (self-regulated learning) can only be observed from the extent to which students can regulate their learning time. So, if someone can regulate themselves in learning well, then that person can be said to have good self-regulated learning regulation abilities.

The reasons for developing a self-regulated learning inventory are: (1) the inventory is very efficient, effective and easy to use, (2) it is simple to use because students can assess themselves through the inventory statements they choose themselves, (3) it helps counselors diagnose students' abilities in Self-Regulated Learning and provide appropriate services, (4) there is no inventory or measuring tool for the self-regulated learning abilities of each individual, (5) it can be taught briefly to potential users.

The absence of instruments and lack of understanding of the right instruments to reveal students' self-regulated learning abilities make counselors unable to provide guidance services appropriately and well. In addition, counselors will have difficulty identifying the level and tasks of development in their students. The completeness of student self-condition data makes counselors more practical in choosing the type of assistance that is right for use on students. One of the ways to obtain student self-condition data is through a self-regulated learning inventory, but in reality the inventory is not yet available in junior high schools in Malang City. Therefore, it is necessary to develop a self-regulated learning inventory in junior high schools in Malang City. Using this self-regulated learning inventory can be a basic guide for counselors in preparing guidance service programs in the social exclusive field.

II. METHODOLOGY

The development of this Self-regulated Learning inventory uses an example of the art of development management developed by Borg and Gall (1983) in (Assyauqi, 2020). This art of management is called research and development, which is a cycle consisting of 10 steps but the researcher is only limited to the fifth stage, namely the revision of the results of the initial field trial. The subjects in the initial field trial consisted of 3 experts. The criteria for experts are experts who are competent in the field of research and development, have a minimum educational background of a master's degree in guidance and counseling or psychology and specifically master the discourse on the development of psychological instruments and tests. The data analysis technique is only in the form of descriptive data analysis obtained from the expert test evaluation which will occur in the form of input, responses, and suggestions. for scoring on the expert test assessment instrument is obtained through average analysis.

III. RESULT

The results of the development of the self-regulated learning inventory match the development grid produced 64 statement items which were continued by conducting expert tests on 2 BK experts and one counselor expert, this expert test was tried using the results of the self-regulated learning inventory which were then evaluated by experts as the impact of this inventory is feasible

before the early field trial is carried out by researchers. So after conducting expert tests and researchers correcting in line with the recommendations of the experts, 64 statement items were obtained which were declared feasible.

Self Regulated Learning Inventory Results

Name :

Age :

School :

Class :

No absence :

No	Statement	SS	S	KS	TS
1.	I study with discipline without waiting for orders from teachers or parents.				
2.	For me, studying is an obligation to achieve my dreams.				
3.	I only start studying if there is an external command or encouragement.				
4.	I study only when there is a test				
5.	I have a high curiosity about new things and insights.				
6.	I am looking for opportunities to develop my skills				
7.	For me knowledge is not that important				
8.	I recognize my personal needs and preferences in learning.				
9.	I have difficulty in determining personal needs in the learning process.				
10.	I pay attention to my personal weaknesses in learning to be able to identify areas that need improvement.				
11.	I am able to identify exactly where my skills need to be improved.				
12.	I have difficulty recognizing what skills I have.				
13.	I set a specific way of learning for myself				
14.	I plan goals that can measure progress during the learning process.				
15.	I'm having trouble finding a learning method that works for me.				
16.	I have a clear picture of the end result I want to achieve.				
17.	I am very thorough in studying a material until I really understand and master the material.				
18.	I don't have a goal in studying				
19.	For me, school is just a formality.				
20.	I am regular in evaluating learning progress without having to rely on teacher supervision.				
21.	I actively measure my learning progress by taking tests and answering questions that I created myself.				
22.	I have difficulty in evaluating my learning progress independently.				
23.	I still depend and always rely on teachers to evaluate and control my learning progress.				
24.	I optimize time management in the learning process				
25.	I have a structured approach to completing tasks efficiently.				
26.	I'm not used to taking the time to study independently outside of school.				
27.	I prefer playing games to studying				
28.	I am able to control and overcome distractions during independent learning.				
29.	I have a strategy to stay focused in the learning process.				
30.	I always depend on others when facing problems in the learning process.				
31.	I feel burdened when given assignments by school				
32.	I am always optimistic that I can overcome the difficulties that arise when studying.				
33.	I choose to discuss when there are differences of opinion.				
34.	I feel excited by the challenges when studying				
35.	I can't think clearly when I have difficulty studying.				
36.	I consider my weaknesses in learning to be motivation to study harder				
37.	I lose my enthusiasm when I face difficulties in the learning process.				
38.	I use money to buy books as learning capital				
39.	I use money more often to buy game vouchers				
40.	I like to visit the library during break time at school.				
41.	During school holidays, I still take the time to study by myself at home.				

No	Statement	SS	S	KS	TS
42.	I spend time playing games during school holidays				
43.	For me, differences of opinion are not a barrier in the learning process.				
44.	I use careful judgment to select the learning resources that best suit my learning needs and goals.				
45.	I always look for new innovations in the learning process so I don't get bored.				
46.	I am a person who finds it difficult to accept other people's opinions.				
47.	I organize my study materials in a special summary book.				
48.	I made a summary of what I should learn.				
49.	I have difficulty finding innovations in organizing learning resources well.				
50.	I use the free time to think of better ways to understand the lesson				
51.	I always read the summary I made to evaluate whether I understand it or not.				
52.	I spend my free time just playing				
53.	I am embarrassed to ask when I don't understand a material.				
54.	I don't cover up if I make a mistake or am ignorant and try to fix it.				
55.	I honestly assess my understanding of the material I have studied.				
56.	I lack confidence every time I want to express my opinion				
57.	I can't utilize my skills in my daily life.				
58.	I am confident in the abilities gained from the learning process.				
59.	I don't feel ashamed to ask if there is material that I don't understand.				
60.	For me, weaknesses or shortcomings create a burden for me in the learning process				
61.	I am optimistic in pursuing my dreams				
62.	I celebrate every major achievement I get because of studying.				
63.	I am happy with every small achievement from learning outcomes.				
64.	I am less optimistic in pursuing my dreams with the abilities I have.				

IV. DISCUSSION

Research and development of self-regulated learning inventory for junior high school students is interpreted as a measuring tool that plays a role in measuring or revealing the existence or absence of self-regulated learning attributes in junior high school students in the form of statement notes that will be answered by students according to the conditions they have. Self-regulated learning attributes are described in the self-regulated learning inventory for junior high school students according to Sumarmo (2006).

The arrangement of self-regulated learning inventory for junior high school students has met the provisions in the arrangement of good self-regulated learning inventory. The results of the early field trial products were tried by 3 competent experts who have abilities in their respective fields. Based on the evaluation results tried by the three experts, the following results were obtained.

The results obtained include: there is a suitability between variables and indicators that get a score of 3.9 which means appropriate, indicators with descriptors get a score of 3.7 which means appropriate, descriptors with favorable statements get a score of 3.6 which means appropriate, and descriptors with unfavorable statements get a score of 3.6 which means appropriate. The results of the initial field trials conducted by these three experts have a suitability of theory and suitability of the language used in the 64 items of self-regulated learning inventory product statements so that this inventory is feasible to use.

Based on the description above, it can be concluded that with the existence of this self-regulated learning inventory development research, it has theoretical suitability and language suitability. The suitability of variables with markers, markers with descriptors, descriptors with statement items so that the self-regulated learning inventory product is declared to meet the standard requirements of suitability and is worthy of being developed.

V. CONCLUSION

The research and development conducted by this researcher has produced a product in the form of a self-regulated learning inventory that has high accuracy. This accuracy will help counselors in processing self-regulated learning inventories,

good usability for students, ease of operation, practicality in operating the results of self-regulated learning inventory work that can be easily understood by counselors, students, and readers in general.

The results of early product trials from expert test evaluations on the suitability between variables and markers, markers and descriptors, descriptors with favorable statements and unfavorable statements. In this expert test evaluation, 64 statement items from the self-regulated learning inventory product have been created that are worthy of being developed. The results of early product trials tried by 3 experts created a suitability between variables and markers getting a score of 3.9, markers with descriptors getting a score of 3.7, descriptors with favorable statements getting a score of 3.6, and descriptors with unfavorable statements getting a score of 3.6. For researchers who are interested in further improving the self-regulated learning inventory, it is recommended to conduct research systematically by implementing all steps of the development procedure in order to obtain optimal results.

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