OVERVIEW OF SELF REGULATED LEARNING IN PANDEMI TIME IN AKADEMI KEPERAWATAN KESDAM ISKANDAR MUDA BANDA ACEH STUDENTS

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ABSTRACT

During the pandemic, students were forced to do online or online learning in accordance with government recommendations. The purpose of this study was to find out the description of self-regulating learning in students while studying online during the Covid 19 pandemic. This research is a quantitative research. Data collection tools in this study used a self-efficacy scale, parental support scale and self-regulating learning scale. This study used quantitative descriptive. There were 151 subjects in this research. The researcher conducted a T test with an alpha value of 0.05 and looked for a Z score from all the data obtained. The results of this study are that of a total of 151 subjects, there is high self-regulated learning in 55 female students, 6% while the male students were 44.4%. It can be concluded that the Iskandar Muda Kesdam Nursing Academy students have high self-regulated learning.

Keywords :*self-regulated learning, youth, students*

1. INTRODUCTION

The COVID-19 pandemic is currently something that all people in the world are very afraid of. Corona is the deadliest virus that first appeared in Wuhan, China. Indonesia is one of the countries where the spread of the virus is very fast. To prevent the spread of COVID-19, the government asked campuses to close temporarily and encouraged learning to be done online. The form of learning that can be used as a solution during the COVID-19 pandemic is online learning. According to Moore, Dickson-Deane, & Galyen (in Sadikin & Hamidah, 2020), online learning is learning that uses an internet network with accessibility, connectivity, flexibility and the ability to bring up various types of learning interactions. Many obstacles that arise during online learning, one of which is the lack of supervision from the teacher, makes students tend to be lazy and bored in learning. Students cannot concentrate properly while studying at home for reasons of uncomfortable home conditions, playing on cellphones, slow internet networks, and so on. So that students are required to have the ability to organize and direct themselves or so-called self-regulated learning. To overcome these problems of course with the support of parents and self-efficacy (self-efficacy) in students is needed so that students are able to face and overcome difficult tasks. Campus is an educational institution where students develop, through a learning process from time to time that aims to develop themselves from the outside and within. Learning is a process consisting of input, process, and output, so that individuals can optimize the potential that is within them and achieve the goals they aspire to and are better prepared to face the challenges of globalization in the future. The education system used today has a term that is curriculum. The curriculum is implemented to assist the achievement of teaching and learning activities that have objectives, materials and content that are designed as guidelines for the delivery of an educated

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student. The curriculum applied must be in accordance with the level of a quality educational institution. Hamdani (2011) states that a person's learning achievement is the result of measuring the assessment of learning effort expressed in the form of symbols, letters or sentences that describe the results achieved by the child in a certain period. There are several factors that influence student achievement.

Furthermore Saefullah (2012) added that in general, the factors that influence learning and learning achievement can be classified into two parts, namely internal factors and external factors. These internal factors include physiological factors related to health and the five senses, and psychological factors which include intelligence, attitude and motivation. While external factors that can affect learning achievement include family environmental factors, school environment and community environment. From several things that are able to describe self-regulated learning such as research conducted by Ru Minta, Tiatri. S, and Mularsih (2017) The results regarding self-regulated learning where learning in this research is from measuring the dimensions of anxiety. Female students appear to be higher than males in the anxiety dimension mean 85.58 female 99.73 male. Self-regulated learning for junior high school students between the control group and the experimental group (t-test score) was -6.512, (p) <0.05 with a mean score in the control group that was 132.39 and in the experimental group that was 157.17. While the results of experimental research conducted by Ambasrai. J (2017) on Muhammadiyah 7 Surakarta Middle School students showed the results of research on self-management training being able to improve learning abilities with self-regulated learning for junior high school students, where from the results of this study the comparison of the mean score during the pretest was 129.61 while the mean score at the time of posttest 157.17 where there are increased results from the research given, of course this indicates the dynamics of self-regulated learning conditions from junior high school students who incidentally are in their teens.

Adolescence is one of the stages of human development. During the transition from childhood to adulthood, various changes occur in adolescents, including changes in explosive and uncontrollable emotions, conditions that begin to mature, cognitive abilities that are more effective in reasoning in solving a problem (Hurlock, 2003). With academic conditions that demand the consistency of a student, of course the teenage years are a difficult time for a student who is expected to make an effort to get grades according to applicable standards. Therefore, students are required to be active in learning which is considered as their duty and responsibility. This shows that it is not only knowledge that influences student achievement, but also skills in self-regulation or self-regulation can also affect student achievement wherever they are. Students who have high self-regulation, especially high self-regulated learning, will be able to self-regulate their learning activities so that they can achieve high achievements. *Self-regulated learning* is a process to activate a thought, behavior and emotion to achieve a goal (Zimerman, 2002). This is supported by Pintrich & De Groot, (In Wills. 2007) which explains that self-regulated learning is closely related to the use of strategies to improve academic performance. This indicates the influence of regulation on learning situations. But not only that, according to Zimmerman (2002) the benchmark in self-regulation is naturally managing social conditions and dedication to one's goals. An individual will always try to manage whatever he has and is goal oriented. When the goal is learning, the self-regulation that is meant is self-regulated learning (self-regulation in learning) (Woolfolk,).

Zimmerman (2002) divides self-regulated learning into three learning aspects, namely metacognition, motivation, and behavior. Students are the next generation of the nation who will develop metacognitive potential, students who have self-regulated learning will be able to plan, organize, instruct themselves, monitor and evaluate themselves in the learning process. This happens because metacognition is knowledge, awareness and control of cognitive processes that occur in oneself. Metacognition is an important process, because students' knowledge of their metacognition can guide themselves, organize or organize events to be faced and choose appropriate strategies in order to improve their cognitive performance in the future motivationally, students who learn will feel that they are competent/capable, have self-confidence (self-efficacy)

and have independence, students who learn will be able to carry out selection, arrange and organize the environment so that it is more optimal in learning through habits and interactions that are carried out (Zimmerman, 2002) . With the components of self-regulated learning in the learning context described above, it will eventually make students active in their learning. The character of Self-regulated learning in general is as an active participant and efficiently controls the learning experience in different ways, including using resources effectively, organizing and training information to be learned, maintaining positive emotions in academic tasks, and maintaining positive motivational beliefs about individual abilities, the value of learning, and the factors that influence learning. The main feature of self-regulated learning is metacognition. Metacognition is related to awareness, knowledge, and cognitive control. These three processes build self-regulatory activities.

Metacognitive is planning, monitoring and regulation (regulating). Learning self-regulation (self-regulation learners) learn through experience and self-reflection (self-reflection). Lecturers can teach by helping students to become self-regulating individuals. Eggen (2004) adds that individuals who learn with self-regulated learning will think and act to achieve academic learning goals, by identifying the goals, implementing, and maintaining the strategies used in achieving these goals, as well as activating, changing, and maintain learning. Zimmerman (2004) revealed that with self-regulated learning in learning, students will try to achieve learning goals by activating and maintaining thoughts, behaviors and emotions. In addition, self-regulated learning in learning is also related to self-change for the better in thoughts, feelings and planned actions and there is feedback that is adjusted to the achievement of personal goals. In this case the desired goal is maximum learning achievement. In other words, self-regulated learning is related to metacognition, motivation and behavior that participates actively to achieve goals in learning. Previous research supports the importance of self-regulation to academic achievement.

As stated by Zimmerman (2002) that someone with high achievement is a self-regulated learner, namely an individual who is able to manage his learning. Someone who has high achievement uses more self-regulated learning strategies than students who achieve low achievement according to Pintrich, Roeser, & De Groot (In Will, 2007). Based on the description above, the researcher aims to find out the description of self-regulated learning that is owned by the Nursing Academy of the Iskandar Muda Banda Aceh Nursing Academy. This research is useful for increasing knowledge of psychology regarding the effect of self-regulated learning on student learning. For practical benefits, this research can be used as a reference for educational institutions in tertiary institutions to find out the self-regulated learning of students on campus. Then it can be used as a reference for teachers and lecturers to teach by helping students become self-regulating in order to increase academic achievement.

2. RESEARCH METHODS

In this study using quantitative descriptive, where quantitative data can be used as data collection in the form of numbers, which are then followed by descriptive data which will analyze and describe the results of all data obtained by researchers. Quantitative descriptive research is a type of research method in which the data obtained from the sample and population used in the study are analyzed according to statistical methods which are then interpreted (Sugiyono, 2003). The population in this research is the Nursing Academy of Kesdam Iskandar Muda Banda Aceh. In this study, the subjects had criteria for adolescents aged 18 to 21 years with a total of 151 subjects. Furthermore, this study uses saturated sampling. According to Sugiyono (2001) saturated sampling is a sampling technique when all members of the population are used as samples. Another term for a saturated sample is a census, where all members of the population are sampled. The dependent variable in this study is self-regulated learning. The instrument in this study uses a self-reulated learning scale with a Likert scale model that is used to measure attitudes, opinions, and perceptions

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of a person or group of people about social phenomena (Sugiyono, 2015: 134) with 4 answer choices namely, very appropriate, appropriate, not appropriate, very inappropriate.

The measuring instrument in this study uses a measuring tool, namely from Saraswati (2018) regarding self-regulated learning measurements with a validity of 0.320-0.634 and a reliability of 0.929, which measures aspects; 1) Cognitive regulation, namely by remembering, continuing to study, taking notes or making self-study tables then planning and monitoring so that there is an increase in carrying out their duties. 2) Regulation of motivation, is a way for students to get or increase their interest in the academic field through efforts to achieve goals by convincing themselves, having special performance, increasing knowledge and staying focused and consistent in achieving goals in the academic field. 3) Behavior regulation, is an effort to improve strategy, schedule as needed and get help from adults, teacher or peer. 4) Self-regulated learning is a learning strategy that is structured and structured through thoughts, behavior so that students have the motivation to be more optimal in carrying out the learning process and achieve the desired goals more easily.

3. RESULTS AND DISCUSSION

After conducting research on 151 subjects at the Iskandar Muda Nursing Academy in Banda Aceh. The results will be presented in the following tables

Table 1. descriptive data

	N	Minimum	Maximum	Means	std. Deviation
TOTAL	**151**	**98**	**169**	**136.76**	**15,229**
Number of subjects	**15**				

This study obtained the results from the scale values that had been distributed from 151 students, namely the mean 136.75 with a maximum score of 169 and a minimum score of 98, with an SD of 15.229.

Table 2. Frequency of research results

		Frequency	Percentage
	Tall	**84**	**55.6%**
Valid	**Low**	**67**	**44.4%**
	Total	**151**	**100%**

As for the frequency results of a total of 151 subjects, there is a high self-regulated learning value for students of 55.6% while 44.4% for a low self-regulated learning value.

Table 3. Subject characteristics based on gender

Gender	Amount	Percentage
Woman	79	56.0%
Man	72	44.0%
Total (N)	151	100%

This table shows the value of self-regulated learning in terms of gender. Based on the table above, it can be seen that the number of subjects was 151 students with the proportion of women with a total of 72 students (56.0%) having higher self-regulated learning compared to more men, namely 79 students (44.0%).

Table 4. Subject characteristics by class

Class	Average SLR Score	Category
Class A	54	42.9%
Class B	49	28.6%
Class C	48	28.6%

This table is a statistical description of respondents based on their class. It can be seen from the table that of the 151 total subjects divided into class A as many as 54 students (42.9%), class B as many as 49 (28.6%) students and class C as many as 48 students (28.6%), class A has a higher total result (42.9%), which means that self-regulated learning in class A is higher than class B and class C with the same total (28.6%).

3.1. DISCUSSION

The research was conducted at the Iskandar Muda Nursing Academy in Banda Aceh. With the subject criteria of 18-21 years old with active status including class A, B and C as many as 151 students. Where these criteria are in accordance with the target of the scale used, namely the self-regulated learning scale aimed at the subject. Based on the results of observations and interviews conducted by researchers, the high self-regulated behavior of students is also supported by the discipline applied on campus with class entry hours that are on time, study hours according to the needs of students. This is evidenced by the results of the self-regulated learning scale by Saraswati (2018), the result of which is that 55% of students have high self-regulated learning, while 44.4% of students have low SRL. However, with these data the difference between students who have high self-regulation and those who have low is slightly proportional. Based on the results of interviews and observations, this is influenced by external factors, namely within the family or parenting style. One of the students' external support is from their parents. Research by Huang & Prochner (2004) states that there is a relationship between parenting styles and students' self-regulated learning. Parenting patterns can influence self-efficacy, self-esteem, self-concept and motivational components in self-regulated learning. Parenting style can affect the quality of students' self-regulated learning (Huang & Prochner). In another study conducted by Musdalifah (in Afianti, 2011) showed that obstacles to the development of independence in individuals are caused by dependence on parents, permissive parenting, lack of attention or guidance from parents.

Furthermore, there are differences in research results based on gender, namely female students have higher self-regulated learning with a percentage of 56.0% compared to male students with a percentage of 44.0%. These results are supported by Khodijah (2011) which states that in general female students are more diligent than male students. In another study, Boekaerts (2000) revealed that female students have more ability to use self-regulated learning strategies, such as rehearsal, organization, metacognition, time management skills, elaboration and effort. So that it can be adjusted to the results of the study, namely that women's self-regulation is higher than that of men. Meanwhile, from the class category it can be explained that class A is the holder of a high value of self-regulated learning among other classes, namely 42.9% of the total data from 151 students. Furthermore, for class B and C, the number is the same, namely 28.6%. Where class A has just entered school so it is still not affected by a bad environment, one of which is juvenile delinquency, juvenile delinquency is caused by social influences that exist within the school and community, so that their behavior is called social disorder or delinquency. Sarwono, 2011). Said

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(2010) said that when individuals grow to be more mature, these individuals should continue to improve self-regulated learning and emotional, social and cognitive. Thoresen and Mahoney (in Zimmerman, 2002) state that in a social-cognitive view, self-regulated learning determined by three things, namely person, behavior, and environment, which are described as follows: first, personal factors. Self-regulated learning depends on each individual which includes knowledge, metacognitive processes, goals, and affect.

Understanding knowledge in self-regulated learning means that a person must have the ability to use this strategy effectively, this knowledge must be supported by good metacognitive processes. Second, behavioral factors (Behavior). There are three ways to see behavior in self-regulated learning, namely self-observation, self-assessment and reaction. All three have a reciprocal relationship along with the context of the problem at hand. The third factor, is the third, namely environmental factors. Efforts made in creating this environment can be by seeking social assistance from other people, arranging places to study and seeking knowledge from various sources. If these three factors can have a significant impact, several things will emerge which according to Santrock (in Zimmerman, 2002) some of these things indicate a good direction of self-regulated learning, including being able to set learning objectives to develop knowledge and increase motivation, then being able to realize things that affect emotional conditions and have strategies to regulate emotions so as not to interfere with learning activities, thirdly monitor progress towards approaching learning targets periodically, fourth are able to correct or check learning strategies based on progress achieved, and finally able to evaluate obstacles that may arise, and make the necessary adaptations. On the cognitive side, adolescents begin to be able to think abstractly, idealistically and logically (Santrock, 2011). Thus, they begin to think about how they are in their own eyes and in the views of others about them.

Santrock (2011) also argues that socially and emotionally at this time is a period when adolescents begin to search for their own identity. Therefore, in addition to parenting, support from parents, teachers and students' motivation in achieving their goals, self-regulated learning is very important for the cognitive development of adolescents because, the ability to learn with self-regulated learning is mentioned as one of the factors that encourage the achievement of learning outcomes effective in the learning process (Zimmerman, 2002). If individuals are able to manage learning motivation and self-regulated learning strategies, then all tasks can be completed properly. Individuals are expected to have the ability to learn with high self-regulated learning,

4. CONCLUSION

The results of the study stated that 55% of students had SRL with high scores while 44.4% of students had SRL with low scores. Therefore it can be said that the majority of the Iskandar Muda Banda Aceh Nursing Academy students have high self-regulated learning with a high dominance of self-regulation in the class group in class A. Based on the results of the research that has been done, it can be concluded that the self-regulated learning abilities of students in the learning process and online lectures are urgently needed as an effort to encourage successful learning amidst the obstacles and constraints experienced, one of which is the limited information and interaction of face-to-face learning activities. It is highly recommended for students to practice discipline because it will help in developing self-regulated learning and achieving the desired goals. Furthermore, parents are advised to provide more guidance, support, and motivation so that students can develop and implement self-regulated learning at home and on campus to achieve more effective learning.

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