Self Regulated Learning (SLR) as a Strategy to Build Student Independence

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A B S T R A K

Penelitian ini bertujuan menganalisis tentang penerapan self regulated learning sebagai strategi membangun kemandirian mahasiswa dengan menggunakan berberapa pendekatan untuk meningkatkan kemampuan belajar mandiri pada mahasiswa di perguruan tinggi. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Data diperoleh dari wawancara, observasi, dan dokumentasi. Analisis data dilakukan: pengumpulan data, reduksi, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa, self regulated learning sebagai strategi untuk membangun kemandirian mahasiswa menunjukkan temuan pendekatan yang bervarariasi, yaitu; community based learning, di mana pembelajaran melibatkan partisipasi mahasiswa mulai dari perencanaan, pelaksanaan dan evaluasi, e-resource management yang mengarahkan mahasiswa untuk mandiri dalam mencari informasi dan sumber belajar melalui berbagai sumber elektronik., dan motivation to learn guna mencapi target yang ingin dicapai.

A B S T R A C T

This study aims to analyze the application of self-regulated learning as a strategy to build student independence by using several approaches to improve students' independent learning abilities in tertiary institutions. This research uses a qualitative case study approach. Data were obtained from interviews, observation, and documentation. Data analysis was conducted: collection, reduction, data display, and concluding. The results of the study show that self-regulated learning as a strategy for building student independence shows findings of varied approaches, namely, community-based learning, where learning involves student participation starting from planning, implementation and evaluation, e-resource management which directs students to be independent in finding information and learning resources through various electronic sources, and motivation to learn in order to achieve the targets to be achieved.

INTRODUCTION

Living in a complex and rapidly changing world requires an effective learning model for independent learning development (Michalsky, 2021). for example, the use of self-regulated learning methods in learning today, especially at the lecture level, especially among students of the Madrasah Ibtidaiyah Teacher Education (PGMI) study program at Nurul Jadid University. Because the longer students should be able to be independent in carrying out learning, but they still depend a lot on lecturers and focus knowledge only on lecturers; the result is that many students lack an independent attitude, not only students are also often lazy carrying out learning due to poor learning. Monotony and lack of teacher interaction with students (Abdullah, 2022)

According to Araka et al. (2020), students need help to participate in learning actively. Lack of independence in student study habits, lack of teacher guidance, lack of interaction with educators and lack of seeking knowledge causes students to be lazy and dependent on educators. Problems such as laziness and student independence often make learning less effective, even though this laziness and lack of independence should no longer occur at the lecture level, where every student must also own the ability to learn independently (Sarjana et al., 2022). This is also exacerbated by several unscrupulous students who ask for help doing and even buying assignments from others; this problem already indicates that the independence of Madrasah Ibtidaiyah Teacher Education (PGMI) students at Nurul Jadid University still needs to be improved

Students practice buying assignments because many are lazy and lack an independent attitude. Even if final-year students buy their thesis assignments, this habit has become a culture. Final semester students who should already have high self-regulated learning abilities still do things that do not reflect the characteristics and attitudes of educated humans, such as being involved in buying and selling assignments (Nethania et al., 2022). In addition, the speed of information and technology also supports student independence, such as advertisements for buying and selling theses on several social media, jockeys providing convenience to students, lecturer services that are less than optimal in serving students, etc.

This kind of thing will become a culture and make students unable to maximize their brain abilities. They tend to lack the principle of independence and are weak in reasoning, so they continue to depend on others. Therefore educators are required to carry out learning innovations by developing learning strategies. In order for the learning process to become a place for developing student independence, it can be concluded that educators must be literate in technology and be able to apply various methods or learning models so that they can keep up with current developments (Rahayu et al., 2022)

If this obstacle is not immediately resolved, then the quality of students at Nurul Jadid University will remain the same; students will remain lazy and less independent or maybe it will be even worse. For this reason, overcoming the lack of laziness and lack of independence is very appropriate when handled using self-regulated learning strategies.

Such problems can be overcome in various ways, as Ramadhani (2019) states that forming student independence can be done by providing a safe, comfortable and efficient learning environment. This means that it is not only the students responsible for breaking the culture of buying assignments but also the lecturers who should start looking for ways to stop this culture from continuing.

One way lecturers can overcome learning problems for PGMI students at Nurul Jadid University is by applying strategies such as self-regulated learning (Sucianti, 2022) because learning will be more effective if students have independence in learning. Galang (2022) says that self-regulated learning has succeeded in making students have an independent attitude in the learning process.

Thus, self-regulated learning can positively impact academic achievement or student learning outcomes. Self-regulated learning allows the students being taught to be more enthusiastic and has better creativity compared to conventional learning as usual (Lestari Winda, 2022). Self-regulated learning is a learning process in which students systematically activate their cognition, behaviour and feelings to achieve the learning goals the educator sets. (Hendrika, 2022). Likewise, Dewi et al. (2020) in their research results which stated that self-regulated learning in students is defined as an action in which students actively control their own learning experience in their way depending on their potential. The ability of students to regulate themselves in the learning process is also called self-regulated learning, which in Indonesian is also often referred to as self-regulation in learning or independent learning. (Afrizawati et al., 2021)

Self-regulated learning is also a theory and practice about learning independence that is worthy of being developed in students, especially in the current situation and learning program (Purwoko, 2021). Many researchers have made scientific contributions to self-regulated learning, including; Azevedo & Gasevic (2019) said that self-regulated learning can increase student independence, especially for students still dependent on others. When students already have independence, learning will become more meaningful; students will also be more active and passionate when learning. By learning that involves the physical, cognitive and emotional, the learning atmosphere will also be more enjoyable (Aminah et al., 2019)

Departing from the research above, this study aims to fill in the gaps that previous researchers have yet to study in depth. In this case, researchers are trying to uncover the meaning behind the learning phenomenon carried out by universities through self-regulated learning to build self-regulated learning. Students in the Madrasah Ibtidaiyah Teacher Education study program at Nurul Jadid University. While the research equation is that they both study self-regulated learning.

Self-regulated learning is essential to learning (Mega et al., 2021). Especially if it is practised in different social, cultural, and geographical settings. Therefore, researchers, in this case, are interested in studying self-regulated learning, which is associated with learning targets and then associated with student learning independence targets. Through self-regulated learning

models and syntax, it is expected to contribute to the development of learning that focuses on achieving learning targets. Departing from the phenomenon that occurs in student learning independence, as mentioned above, the researcher is interested in researching how to build student learning independence through self-regulated learning at Nurul Jadid University.

RESEARCH METHOD

This study uses a qualitative approach. Because building student learning independence through self-regulated learning in students is a symptom of social behaviour (social action), the researchers view that the process uses an "emic" perception perspective, with the understanding that the data collected is attempted to be described based on expressions, language, ways of thinking, views of research subjects, so that it reveals something that is the strategy of Islamic boarding schools in improving the quality of Islamic education (Hamidi, 2004).

Departing from this point of view, the suitable qualitative approach is "naturalistic phenomenology". Research in the view of "naturalistic phenomenology", according to Lexy J. Moleong (2000), means understanding the meaning of events and their relations to people in certain situations. This research seeks to understand the phenomenon of efforts to build student learning independence through self-regulated learning in students of the Madrasah Ibtidaiyah Teacher Education Study Program at Nurul Jadid Paiton University, Probolinggo. To get an overview of effective student-centred learning strategies, the researcher used in-depth interviews with several informants, consisting of lecturers and students in two classes of the Madrasah Ibtidaiyah Teacher Education Study Program, Nurul Jadid University, to obtain information according to the research.

Also, to strengthen the data, researchers observed learning activities carried out by educators, student learning activities, and learning outcomes evaluation. In addition, researchers also document essential data related to research themes, such as lesson plans made by lecturers, teaching materials, media, and so on. The process of data analysis begins by presenting the research data as a whole, including information collected through interviews, observation, and documentation while in the field. Then the researcher carried out data reduction, namely sorting and selecting predetermined data with the themes that had been collected; data were obtained and arranged systematically according to the research focus. Furthermore, the researcher presents the research data according to the research order and ends with concluding research findings.

Sampling was taken by purposive sampling to understand better the effect of applying self-regulated learning strategies to students. The researcher conducted in-depth interviews with

several lecturers and students. Then the researchers also made observations. Data analysis was carried out in a circle, starting with a general view of data from interviews obtained while in the field. Then the researcher carried out data reduction, namely sorting and selecting the collected data by the predetermined title so that the data were arranged systematically according to the research focus on being obtained. Provisional research findings end with conclusions.

RESULT AND DISCUSSION

In order to build self-regulated learning for students of the Madrasah Ibtidayah Teacher Education study program through self-regulated learning, the steps taken are as follows;

Community Based Learning (CBL)

Community Based Learning comes from 3 words namely, community (group), based (based) and learning (learning). Another term that is often used is the study group. Community-based learning (community based learning) is a learning method that integrates community-based or group-based learning. Community Based Learning is a flexible approach to designing learning strategies in Islamic Elementary School Teacher Education (PGMI), Nurul Jadid Paiton University, Probolinggo.

The definition of Community Based Learning learning method is group based learning (CBL). Learning that combines social strategies and learning using group activities has the advantage of creating learning experiences that provide an independent experience for each individual student (Beardall, 2023; Hasanah, 2023). The community based learning method is a flexible learning method, because it uses synchronous and asynchronous learning arrangements. From some of the definitions above, it can be concluded that community-based learning is a learning model that involves student participation starting from planning, implementation and evaluation (Fuadi et al., 2021; Truong, 2023, Johnson, 2023)

The implementation of this approach makes it possible to become an effective learning method if used, especially for educators who want their students to be independent and able to learn without the assistance of a lecturer (online). These activities will depend on the semester learning plan (RPS) that educators prepare. As in Figure 2 below:
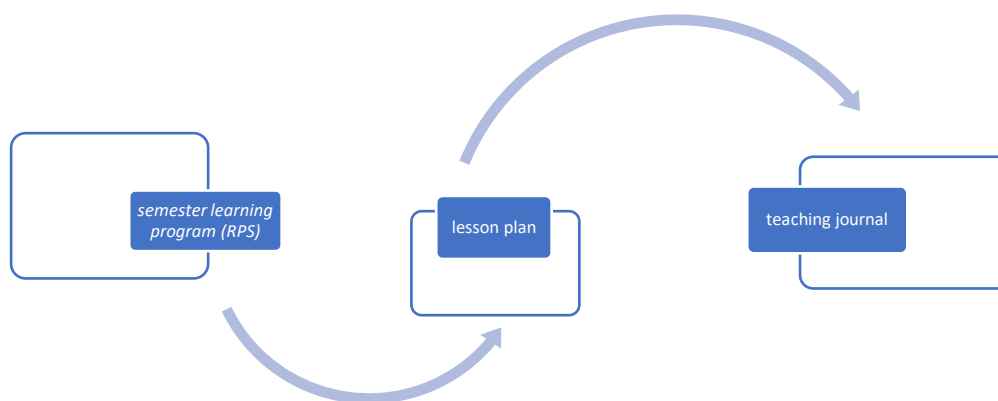
Figure 2. The teacher prepares a lesson plan

With the implementation of community based learning, through a mature semester learning plan (RPS). Thus, learning takes place more meaningfully because of the diversity of learning methods that students may get (Mayasari, 2022; Indriani, 2023). Combining Self-regulated learning as a learning strategy with the CBL method which both requires students to be independent and play a more active role in the classroom will make learning more meaningful, because students and female students have more roles. Said Muhamad Munif as one of the lecturers in charge of the subject at the Islamic Elementary School Teacher Education Study Program (PGMI), Nurul Jadid University.

The purpose of making a semester lesson plan was made by Muhammad Munif as a lecturer in the Multicultural Education course at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University. That is; the learning objectives carried out by the lecturer are more focused, the lecturer has more control over the material to be delivered, to choose and determine the right learning method, also to determine various media and learning resources to be used, the last is to find out the level of success achieved by students and lecturers.

As a teacher Muhammad Mahbubi also said that educators are learning resources that organize learning creatively and can create a conducive environment. Therefore, educators must choose and determine the strategies and approaches to be used, including the determination of student-centered learning through self-regulated learning and CBL learning methods. The results of the application of the two make the learning atmosphere more alive.

Muhammad Mahbubi also said that educators must emphasize the importance of interactive dialogue between educators and students, as well as between students and students to share knowledge about learning. This can be carried out through the application of the Community Based Learning method which takes place in class to create awareness of student

independence. Along with the dynamics of information and technology development, which has an impact on easy access to information, educators must design student-centered learning (Self Regulated Learning). So that the learning atmosphere is not boring, combine methods such as the CBL method which can be done with questions and answers and discussion.

Some of the information conveyed by informants shows the importance of choosing learning approaches and strategies that will be applied to the learning process. (Savitri & Meilana, 2022). The above opinion is true because student-centered learning through sharing knowledge between students with one another, where educators choose this method in order to create collaborative and active learning through this process also plans developed by educators will be structured and directed. By optimizing the role of students in this class, it can create a learning environment that is easier and more profitable for learning in the Madrasah Ibtidaiyah Teacher Education Study Program, Nurul Jadid University.

According to Nurul Aisyah, a semester 5 student of Madrasah Ibtidaiyah Teacher Education, the application of the CBL method is quite good and provides convenience to students in her class. Because by studying in groups students can more easily understand and understand the material, as well as assignments if done in groups feel easier, he said. Fathor Rozi also said that the application of the CBL method was very good and provided an opportunity for students to be able to interact, exchange ideas and be more independent in understanding the material.

In line with the two opinions above, Hikmah also agrees with this, but according to him there is one concern. According to wisdom, if the application of CBL is studied in groups, there are some unscrupulous students who are even more lazy to study and let their group mates complete their group assignments because they think that someone will complete their assignments without participating.

From some of the information submitted, it can be underlined that there will be advantages and disadvantages in the results of applying a method. (Mustajib, 2022) Likewise, the CBL method has advantages and disadvantages in building student independence in the Madrasah Ibtidaiyah Teacher Education **Study** Program, Nurul Jadid University. The independent learning that educators hope to achieve using the CBL method, but through the application of this method also shows the importance of choosing learning methods and strategies. Where educators must also pay attention to the good and bad consequences that will occur from the application of these learning methods, so as to create a conducive and effective learning environment in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University.

E-resource Management

E-resource itself generally means electronic information sources or known as information sources packaged or stored in electronic form. (Mu'alifah & Jumino, 2022). While the meaning of Management is a special process with the target of achieving a goal optimally by maximizing all available facilities. (Saifulloh & Darwis, 2020). From the two definitions above, it can be interpreted that E-resource management is a component in the learning environment that can produce independent learning for students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University. (Rodin & Nurrizqi, 2020).

E-resource management is also one of the newest learning management that can be applied by educators and students who have made a study agreement before class begins. In addition, e-resource management also aims to meet educational standards through the use of information technology so that students and educators are connected to each other, so that through the use of this technology the teaching and learning process can be carried out properly. (Adi et al., 2021). The following are several types of e-learning sites in finding learning resources at Madrasah Ibtidaiyah Teacher Education (PGMI), Nurul Jadid University:

1. *am.unuja.com* (merupakan situs *e-learning* milik Universitas Nurul Jadid yang paling sering digunakan untuk pengumpulan dan pembarian tugas.

2. *scholar.google.com* (merupakan situs pencarian jurnal dan skripsi dalam negeri, biasa digunakan sebagai rujukan makalah.

3. *digilab.unuja.ac.id* (merupakan situs *online* milik Perpustakaan Universitas Nurul Jadid yang memuat berbagai macam *e-book* dalam dan luar negeri)

4. *scientdirect.com* (merupakan situs *online* yang menyediakan akses ke basis data bibliografik ilmiah dan kesehatan)

sites that are frequently visited by semester 1-4 students
- am.unuja.ac.id
- scholar.google.com

online sites frequently visited by students in semester 5-7
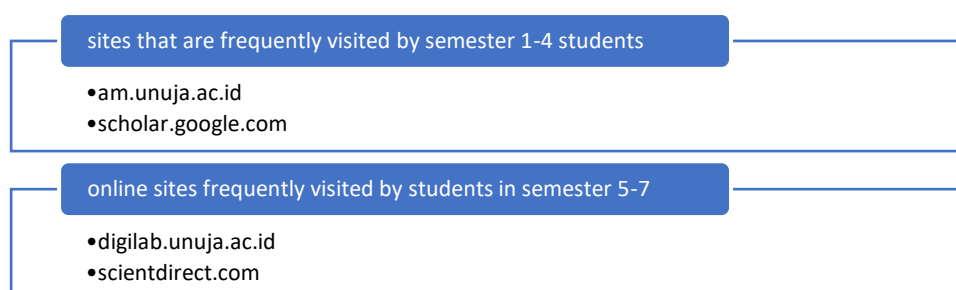- digilab.unuja.ac.id
- scientdirect.com

Figure 3. Online sites frequently visited by Madrasah Ibtidaiyah Teacher Education (PGMI) students

The sites used above are online sites that are frequently visited by 5th semester students and female students at the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Islamic Religion, Nurul Jadid University. There is a grouping into two groups because in the range of semesters 1-4 students are still focused on making papers and ordinary assignments where learning resources can use Google Scholar and collecting assignments through an e-learning account (am.unuja.ac.id), while the semester span 5-8 has focused on doing the final project which requires a lot of valid books and journals.

By using e-resource management in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University. Then study time will make it easier for students and make learning time more flexible. (Brown et al., 2022). E-resource management is a learning activity that requires students to independently seek information and learning resources from various electronic sources. So it will make it easier for students to carry out learning because students also have more roles and are not bound by time. Said Ahmad Wahdi as a student of Madrasah Ibtidaiyah Teacher Education (PGMI), Nurul Jadid University.

Information conveyed by informants shows the importance of choosing learning management and learning strategies that are combined with other learning models. Student-centered learning processes such as seeking knowledge from online sites appear as a conclusion to the use of learning strategies and management, where educators choose strategies and then manage and create interesting learning. Through this process, the plans developed by educators are quite organized and optimize the role of students, thus creating a pleasant environment in learning at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University.

Implementing independent learning is not easy. Learning that focuses on the role of students is not only about learning achievement, but also learning objectives. Many aspects will be involved, because student-centered learning is a complex process. So that determines how well educators can create learning experiences that lead to the achievement of the expected learning outcomes. In order to achieve the desired results, each student must be involved in learning activities such as searching for their own learning resources, understanding the material, and concluding the meaning of the material being conveyed, said Fathor Rozi, lecturer at Madrasah Ibtidaiyah Teacher Education (PGMI), Nurul Jadid University.

The information submitted by the informants shows the importance of choosing management and learning strategies. such as choosing a learning method in which students play many roles such as searching for knowledge on online sites or submitting independent assignments and not relying solely on lecturers as in the e-resource management method.

Through this method, the learning objectives for independent students which are expected by educators will be clearly directed and achieved, optimizing the role of students seeking information about their own learning, thus minimizing the practice of buying assignments because the learning environment has become easier and more accessible for students of the Teacher Education Study Program Madrasah Ibtidaiyah (PGMI), Nurul Jadid University. This will also make students have a high learning enthusiasm and willingness to learn because learning becomes easier and more efficient in doing assignments and submitting assignments.

E-resource management makes students more interested in the material that will be discussed in class because students are free to find learning resources, said Sultanuddin as a student in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University. Likewise, according to Hikmah, the class leader said that the implementation of e-resource management really made female students in her class happy, because learning was easier and more fun.

But it is true that students are free to look for learning resources, but it should also be noted that there are limits and there must be supervision from the lecturer during the learning process so that there are no misinterpretations or misunderstandings in interpreting a material. Often in the lecturer data there are at least 3 students and female students of Madrasah Ibtidaiyah Teacher Education (PGMI), Nurul Jadid University who are looking for learning resources on online sites but don't cross-check or the term is just a copy, said Muhammad Mahbubi who often finds assignment results that are not in accordance with existing material.

From the information above, it illustrates that a good method will be better if the implementation is right and is still accompanied by educators, independence in finding learning resources that provide convenience and interest to these students and can make students much more independent because of the class atmosphere that becomes fun, but educators must also continue to control learning so that misinterpretation does not occur and learning objectives for students to become more independent are achieved.

Motivation to Learn

Motivation to learn is an adaptation of the English language which means motivation to learn. Motivation is an impulse that arises in a person to carry out a certain action (Asir et al., 2022). Meanwhile, learning motivation is the overall driving force both from within students and from outside students, giving rise to desire, desire, enthusiasm and enthusiasm in learning activities in order to achieve a goal. (Hidayatullah, 2021).

Learning motivation also means the overall driving force within students that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Syafari & Montessori, 2021). There are two types of motivation to learn, motivation to learn stimulated from the outside (extrinsic) and motivation to learn from within (intrinsic) (Syukri Azwar Lubis et al., 2022). So educators can provide extrinsic motivation first to students so that students have a passion for learning.

The influence of giving learning motivation to students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University is very important, no matter how good the learning strategy is used if students do not have motivation to learn. Thus, the learning objectives that educators and students expect will not be achieved. (Pambudi et al., 2022)

If students have high enthusiasm and motivation in learning, it is possible for them to obtain satisfactory learning achievements, meaning that the higher the motivation, the more intense the effort is made, the higher the learning achievement they get said Nurul Aisyah, a student at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI)), Nurul Jadid University.

However, according to Hikmah, Nurul Aisyah's words are also inappropriate because in reality it is true that learning motivation has a positive effect on student learning independence. However, the lack of student preparation to get used to new study habits makes student learning motivation decrease, such as rarely attending online classes, said Hikmah as a student at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University.

Information from informants shows the importance of motivating students in carrying out learning, especially learning that is a little more difficult, which is also combined with learning strategies that require students to play a more active role. Through the motivation given by educators students will find their learning goals. Educators must also have a way to motivate students in learning. Through the process of providing motivation, learning independence expected by educators will be achieved, optimizing the role of students by motivating students to use a personal approach, providing advice and input to students, especially those who have a weak enthusiasm for learning and independent learning. So that the goal of stimulating student independence in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University was achieved.

As for giving motivation to learn, it can be through an approach by paying attention to the enthusiasm of student learning and their activeness when in class, if out of 30 students it is

felt that there are some students who rarely attend lecture classes, the lecturer must follow up asking what problems or obstacles students have (Arif, M., bin Abd Aziz, M. K. N., Harun, M., & Maarif, M. A. 2023). Because caring for students and female students is a form of educator attitude that will motivate students and female students because they will feel cared for and protected, said Muhammad Munif to researchers.

From the informant's answers it can be defined that motivation plays an important role in the continuity of the learning process carried out by educators, it is better to provide motivation before the start of learning so that students have the enthusiasm to study existing material and so that lecturers also know the constraints and learning barriers that students experience so that these obstacles and obstacles are overcome so that students will have the motivation to be independent in learning. However, in reality the majority of the lecturers that the researchers met at the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), Nurul Jadid University still adhere to the notion of "students need me, not me who needs students" even though if the lecturers were more caring and more talk active towards students they would it is easier for lecturers to find out student learning constraints and the success of their learning objectives. Students are considered independent but does not rule out that students are still students who need guidance and motivation.

Learning strategies are concrete models driven by educators to help understand material in the learning process (Mustofa et al., 2021). The learning strategy of self-regulated learning in university learning is one of the learning components that is used primarily to build student independence (Yoyok Haryono & Joko Siswanto, 2022). Self regulated learning can be used to facilitate the delivery of material and to explain the learning objectives to be achieved (Winata & Embang Logita, 2022). Self regulated learning has characteristics that can be used to streamline time in delivering material (Anastasia Suci, Sekar Arum & Natalia Konradus, 2022). Self regulated learning is a learning model that is used as a strategy to stimulate student independence (Wahyuni, 2022). Independence is something that provides positive benefits for students, these benefits include being independent in learning, thinking critically, and increasing the willingness to learn (Hana et al., 2022). However, self-regulated learning is not always synonymous with good things, but also has big obstacles for students and lecturers. In its use, this learning model must experience problems. Obstacles that often exist in the use of this learning model are student conditioning and the readiness of a lecturer (Zamnah et al., 2022). Apart from the condition of the students, another obstacle is the readiness of the lecturers.

Learning activities will not run smoothly if the lecturer does not have mature readiness, even though the learning model used is very interesting. However, the readiness of lecturers is also very important so that learning objectives can be achieved as expected (Najib et al., 2022). Lecturer preparation in learning includes RPS, teaching materials, learning resources, learning media, the curriculum used, and the use of learning strategies. All rules that are made must be mature and not have defects that can cause conflict due to inequality or injustice that is sometimes experienced by the perpetrators of educational and learning activities in the classroom.

CONCLUSION

The conclusion from self-regulated learning as a strategy for building student independence is the application of learning strategies that emphasize student independence. Learning independence in question has been achieved through the help of the following learning methods: community based learning, e-resource management and motivation to learn which are carried out continuously. Where are the courses that have implemented the self-regulated learning strategy for students in two semester 5 classes of the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Islamic Religion, University of Nurul Jadid Paiton, Probolinggo. The use of this strategy provides effectiveness in learning which is characterized by student activity and the creation of a new climate in the classroom, where students can be motivated and actively involved in independent learning, concentration, focus on learning, and enthusiasm in providing input to fellow students in learning in class and outside the classroom. .

Of course, the findings of this study cannot be applied to all subject classes or all faculties at Nurul Jadid Paiton University, Probolinggo. Likewise this does not apply to all educational institutions. Although the results of this study are limited to the educational institutions that are the subject of this research, they are also influenced by cultural background, geographical location, and the socio-economic conditions of students who live around these institutions. This is the limitation of this research, making it possible to carry out further research with the same theme or develop themes with cultural, geographical, and student backgrounds and contexts to obtain new information about self-regulated learning as a strategy to build student independence.

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