

**Students' Motivation Towards Self-Regulated Learning Applied In Learning Process:
A Strategy To Independent Students**

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doi: <https://doi.org/10.52850/jpn.v24i1.9252>

Received: 23 May 2023

History article
Accepted: 26 June 2023

Published: 30 June 2023

Abstract

Instruction should encourage, enable, and guides students to prepare, be ready, and be able to an appropriate learning environment in reaching their success, therefore a successful student builds such kinds of efforts and desires to determine or arrange positive motivation to come to the good result of a learning process of him. The good result of the learning process is built by good motivation which is related to a student's capability to cope effectively with disturbances, a crucial part of self-regulated learning. Being a self-regulated learning on learning process era must be followed and supported by students' own motivation. It would be intrinsic or extrinsic motivation. Realizing this condition, the writers structure students to elaborate their own motivation for being independent students as self-regulated learners in instructional events. When students are capable to pay attention, they themselves must have their own positive environment of motivation itself that allows them to reach the meaning of the content material has learned. Self-regulated students are provided to promote elements of intrinsic and extrinsic motivation in an instructional environment which enables students to meet their learning goals successfully to compete with others' goals in order for getting attention and other cognitive resources.

Keywords: Motivation, Self-regulated learning, Independent students

Abstrak

**Motivasi Siswa Terhadap Pembelajaran Mandiri Yang Diterapkan dalam
Proses Pembelajaran: Sebuah Strategi Menuju Pembelajaran Mandiri**

Suatu pengajaran harus mendorong, memungkinkan dan membimbing siswa untuk mempersiapkan diri sehingga mampu menghadapi lingkungan belajar yang sesuai sebagai upaya dalam mencapai keberhasilan, oleh karena itu seorang siswa yang berhasil membangun usaha-usaha, hasrat yang positif

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dalam menentukan atau menyusun motivasi positif untuk mencapai hasil yang baik dari suatu proses pembelajaran. Hasil yang baik dari sebuah proses pembelajaran dibangun oleh motivasi yang baik yang terkait dengan kemampuan siswa untuk mengatasi gangguan secara efektif, sebagai bagian penting dari pembelajaran mandiri. Menjadi seorang pembelajar mandiri dalam pembelajaran mandiri di masa pandemi harus diikuti dan didukung oleh motivasi pembelajar itu sendiri. Motivasi tersebut terdiri atas motivasi intrinsik atau ekstrinsik. Menyadari kondisi ini, maka dilakukan penataan bagi pembelajar untuk mengelaborasi motivasi mereka sendiri untuk menjadi pembelajar yang mandiri. Sebagai pembelajar yang mandiri dalam suatu kegiatan pembelajaran maka pembelajar perlu memperhatikan hal-hal terkait diri mereka sendiri yang mana mereka harus memiliki lingkungan pembelajaran yang kondusif terkait pada motivasi ekstrinsik dan intrinsik yang memungkinkan mereka untuk mencapai makna isi materi yang telah dipelajari. Seorang pembelajar mandiri mempromosikan unsur motivasi intrinsik dan ekstrinsik dalam lingkungan instruksional yang memungkinkan pembelajar untuk mencapai tujuan belajar mereka sehingga berhasil dan mampu mencapai tujuan pembelajaran.

Kata Kunci: Motivasi, Pembelajaran mandiri, Pembelajar mandiri

Self-regulated learning (SRL) is seen as a core conceptual framework for understanding learning aspects such as cognitive, motivational, and emotional learning (Panadero, E. 2017). It is known as an important ability for students to actively participate in a process and purposefully use various strategies and motivation in the learning process to regulate their own learning activities (Kim et al, 2020). Therefore, students who own SRL have the capability in planning their own goals, strategies, and manage their own behaviors, and being able to be qualified in evaluated their own self-improvement (Fauzi A and Widjajanti D B. 2018). Self-Regulated Learning is applied with an aim to improve not only learning but also to correspond to its learning outcomes (Van Der Graaf, et al 2022). The self-regulated learning itself has 5 components namely, motivation, cognitive, metacognitive, self-efficiency, and metacognitive (Panadero, E. 2017). Furthermore, students who have self-regulated learning can arrange their goalsetting, help-seeking, time management, and self-evaluation (Gambo and Shakir, 2021).

One key process of self-regulated learning relates to how students themselves have the capability to apply motivational regulation, which could be assumed to facilitate successful studying by having optimized motivation (Kryshko E, et al, 2022). Learning strategies that promote self-regulated learning and a degree of intellectual independence are

those where learners are encouraged to engage in learning activities that are self-directed and autonomous. Self-directed learning can be described as the process whereby learners have the ability to activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward the attainment of their learning goals and control of learning strategies and processes while involved with learning tasks. (Zimmerman, 2002). In other words, self-directed learning is also called self-regulated learning. Students' self-regulated learning is followed by motivation that influenced students in perceiving their own learning goal.

Motivation is seen as an important factor that is owned by students in the learning process (Ferreira et al:2011). Thus, since motivation has a potential effect on students' achievement in the learning process, it must be realized to create their own active learning environment in obtaining their self-competence and opportunities for self-regulated learners. Students who are motivated would be able to try when they meet obstacles or fail. A student who is motivated may help himself to provide an effort and persist in academic tasks and to avoid maladaptive academic behaviors. Students who regulate their motivation positively obtain more cognitive and metacognitive aspects of students' SRL (Lee K, 2017).

Method

The research method of this research is descriptive qualitative 60 students in the seventh semester of the English Education Study Program was chosen randomly as a population. The population was taken as the sample of this research. Therefore the technique of data collection is random sampling. In collecting data related to this research, the writers spread out a questionnaire that consist of 17 questions related to intrinsic motivation equal to 17 questions about extrinsic motivation. The writers, in this case, analyze the students' motivation toward students' self-regulated learning.

Results and Discussion

Students' Motivation Towards Self-Regulated Learning

There are two kinds of motivation that exist when students apply self-regulated learning itself. The motivations are intrinsic and extrinsic. Hereby the motivation is clearly shown in the graphic below when students apply their self-regulated learning during the process of teaching and learning process.

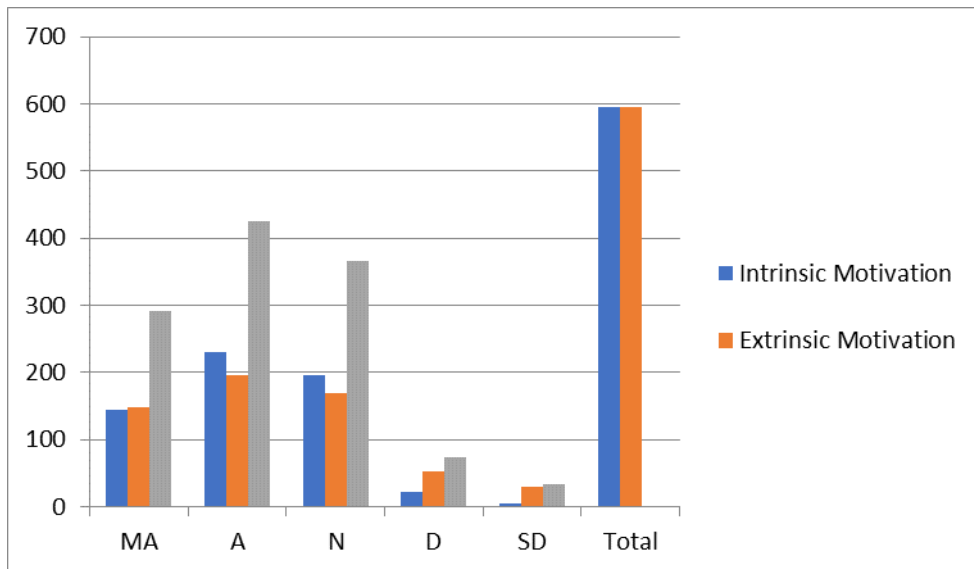


Figure 1. Students' Motivation

The figure shows that students' options on their motivation which are obviously described on the five Likert scale) MA= mostly agree; A= agree; N= Neutral; D=Disagree; SD= strongly disagree are also shown in the following table which consists of 17 statements referring to intrinsic motivation and 17 statements dealing with extrinsic motivation are explained in the following Table 1 and Table 2.

Table 1. Students' Intrinsic Motivation

No	Students' Statements	Analysis of Students' Statement
1	Every time there is an assignment from the lecturer, I always do it quickly.	There are 9 students who agree mostly, 16 students agree, and 10 students choose neutral on their answer. It means that most students admit that when having an assignment from a lecturer they do it quickly (refer to mostly agree and agree)
2	I studied diligently during the learning process until my target grade was reached.	Students' options for this statement are, 2 students giving answers mostly agree, 16 students agree, 14 students are neutral, then 3 students disagree. The various answers show that dominant students realize their learning goal during the learning process to reach their target.
3	I always read each material given by the lecturer to understand the content of it.	There are 6 students who say mostly agree, 14 students agree, and 15 students are neutral. These kinds of answers describe that students reread materials given by the lecturer for getting more understanding of their content
4	I always study every day at home.	For this statement, 1 student says they mostly agree, 7 students agree, and 27 students are neutral. The students' answer shows that most students are neutral to study every night at home. It means studying every night at home may be done or may not.
5	I like studying individually rather than in groups.	This kind of intrinsic motivation shows that 13 students say mostly agree, 11 students agree, 9 students neutral and 2 students disagree. These various answers show most students prefer to study individually but there are a small number of students who

		like to study in a group.
6	When the lecturer explains the learning material, I always write important things for my own reference.	11 students agree most, 15 students agree, and the remaining 9 students are neutral about this statement. This condition describes the students' motivation that has its benefit for their own.
7	I study hard because I know the benefits	There are 13 students who agree mostly, 15 students agree, and 7 students are neutral about this statement. These answers confirm that most students realize the consequences of applying this motivation
8	I am a student, so my obligation is to study	It is about 12 students agree mostly, 14 students who agree, and 9 students who choose neutral. It is obviously describing that students know their duty as students.
9	I always study at home without being told by my parents	Mostly around 9 students agree, 10 students agree, and 16 students are neutral. Students know better about their tasks as students arrange their own time to study at home without getting an alarm for studying time by their parents.
10	I never skip classes	For this statement, 9 students react to agree mostly, 16 students agree, 8 students answered referred to neutral, 1 student disagree and strongly disagree.
11	I always pay close attention when the lecturer is delivering the material.	There are 11 students said most agree, 20 students agree and 4 students neutral
12	I always try to figure something out until I find the answer	6 students prefer most agree, 17 students agree and 12 students were neutral about this kind of intrinsic motivation
13	I always do the assignments from the lecturer	There are about 14 students who mostly agree, 16 students agree and 5 students are neutral in giving their respond
14	I prefer to study on my cellphone than books	Studying on a cellphone than books is mostly agreed by 6 students, 6 students agree, there about 18 students are neutral, 4 students disagree and 1 student strongly disagree
15	I understand better when I study alone	When students themselves study alone they understand better. It is visible by knowing that 13 students choose mostly to agree, 16 students agree, 5 students are neutral and 1 student disagree
16	I prefer to study while listening to songs	Not all students prefer to study while listening. This analysis is basically known by students' answers which is show that 6 students mostly agree, 8 students agree, 17 students neutral, 3 students disagree, and 1 student strongly disagree
17	I get bored quickly on assignments that are routinely given by the lecturer	Students loved to get assignments. It appeared on 16 students' options for mostly agree, 8 students agree, 7 students neutral, 3 students disagree, 1 student agree

Table 2. Students' Extrinsic Motivation

No	Students' Statements	Analysis of Students' Statement
1	I am satisfied when my assignment scores are good, so I seriously do the assignments given by the lecturer	Students are satisfied when they achieve satisfactory scores, they will submit assignments they did. It is clear by having 9 students mostly agree, 21 students agree, 4 students neutral and 1 student disagree
2	I get compliments from friends when I get good grades	7 students prefer to mostly agree, 5 students agree, 18 students neutral and 5 students disagree. It means not all students get compliments from their friends when they obtain good grades
3	I am happy when the lecturer compliments me for being diligent in doing assignments and never skipping classes	Getting compliments from the lecturer is positive feedback, so students are diligent in doing assignments and they always attend classes. There are 10 students mostly agree, 13 students agree and 12 students neutral
4	I am always advised by the	Students love to get advice from lecturers so that they are more

No	Students' Statements	Analysis of Students' Statement
	lecturer to be more diligent in studying	diligent in studying. It is visible from 8 students who mostly agree, 18 students who agree, and 9 students neutral
5	My parents give me encouragement so that I will not easily give up on studying	This statement shows that students have the passion to study when their parents encourage them. It can be known by having 23 students mostly agree, 6 students agree, 5 students neutral and 1 student disagree
6	I am more excited to study when I get a gift from my parents	It is about 4 students who prefer to mostly agree, 6 students agree, 17 students are neutral, 7 students disagree, and 1 student strongly disagree. Various numbers imply that fewer students not excited about studying when they get a gift from their parents
7	My desire to learn gets bigger when I see my friends are busy studying	Students are desired for studying at the time they find their friends busy studying. This analysis appears from 14 students mostly agree, 14 students agree, and 7 students neutral
8	When my performance is good, my parents give compliments	10 students mostly agree, 10 students agree, 8 students neutral, 6 students disagree, and 1 student strongly disagree
9	I prefer to study online if my lecturer is out of town and asks for online learning	Students themselves do not love to skip their studying even lecturer asks for online learning when he is going away. It is visible from 15 students prefer to mostly agree, 12 students agree, 7 students are neutral, 2 students disagree
10	I am happy when the lecturer compliments me on my achievements	For this statement, there are 15 students who choose to mostly agree, 12 students agree, and 8 students are neutral. It can be inferred from the data that students are motivated when their lecturer gives a compliment on their achievement
11	I am desired to study when an environment is positive and enjoyable	For this statement, 15 students prefer mostly to agree, 15 students agree, 5 students were neutral in having a positive and enjoyable environment support students desired in studying
12	My enthusiasm for learning completely disappears when I don't attend classes	When students don't attend class, they lose their enthusiasm for learning. Students who choose to mostly agree are 15, agree 15, and 5 neutral
13	When my parents tell me to study, I will not listen and oppose them	There are 20 students who prefer strongly to disagree, and 15 students who disagree. it is obvious that students listen to their parents when the parents ask them to study
14	The lecturer gives a penalty when I don't do assignments, so I always do it	Students feel that penalty makes them encourage themselves to do assignments always. It is about 5 students prefer to mostly agree, 10 students agree, 15 students neutral and 5 students disagree
15	My parents always support me when there are academic activities in the campus	There are 10 students who prefer most agree, 16 students agree, 6 students neutral and 3 students disagree. Students' parents always support their children in all academic activities done on campus.
16	When I get bad grades, I study more seriously	For this statement, there are 17 students who said they agree mostly, 16 students agree, and 2 students neutral. Students themselves admitted that when they get poor grades, they decided to study more seriously
17	I'm happy to be complimented by my friends when I get good grades	Most students are happy when their friends compliment their good grades. It is visible from 13 students who mostly agree, 13 students agree, 8 students neutral and 1 student disagree

Conclusion

Motivation towards self-regulated learning is defined as students' competence of inner strength that is accumulated from intrinsic and extrinsic motivation. These kinds of

motivations are strengthening students to be independent learners. It begins with being a self-regulated learner, motivated by their own self and environment. The environment is not only about the entire family but also the entire educational circumstances.

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