

**PROCEEDINGS**

**WORKSHOP ON QUALITY OF EDUCATION 2012**

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**Organised by**

Faculty of Education, University of Malaya  
Persatuan Pelajar Indonesia, University of Malaya

**In collaboration with**

Universitas Islam Negeri Sunan Kalijaga Jogjakarta Indonesia  
Universitas Pendidikan Indonesia Bandung

STATE ISLAMIC UNIVERSITY  
**SUNAN KALIJAGA**  
**YOGYAKARTA**

## PREFACE

### PROCEEDINGS

This workshop is held on March 7, 2012 at Faculty of Education, University of Malaya, Malaysia. The theme of this seminar is Quality of Education. The main objective of this workshop is to provide exposure to the latest educational developments towards quality of education, identify current issues to achieve quality of education, exposure related to new innovations in research and publications in order to achieve quality of education and establishing academic networks between regional educational institutions of South-East Asia.

The workshop is organized into two major sessions; the main session and parallel sessions. The main session is filled with two expert speakers, from Malaysia (Prof. Dr. Saedah Siraj, UM), as well as from Indonesia (Prof. Dr. Musa Asy'ari).

The committee received about 40 papers which are divided into three parallel sessions in accordance with sub-themes. This is done in such way so that graduate students have opportunity to share their information about research in their field in the international workshop and seminar.

#### Editors :

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**Programme Tentative**

8.00am - 9.00am	Pendaftaran
8.30am - 9.30am	Ceramah <b>Yg. Berbahagia Dr. Mohd Awang bin Idris</b>
9.30am - 10.00am	Perasmian <b>Yg. Berbahagia Prof. Dr. Saedah Siraj</b>
10.00 am - 10.30 am	Keynote 1 <b>Yg. Berbahagia Prof. Dr. Musa Asy'ari</b>
10.30am - 10.45am	Minum Pagi
10.45am - 11.15am	Keynote 2 <b>Yg. Berbahagia Prof. Dr. Saedah Siraj</b>
11.15am - 1.00pm	Sesi Selari 1
1.00pm - 2.00pm	Makan Tengah hari
2.00pm - 3.30pm	Sesi Selari 2
3.30pm - 5.00pm	Sesi Selari 3
5.00pm - 5.30pm	Minum Petang & Bersurai

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## PILLARS OF SELF-REGULATED LEARNING AS IMPROVING ACADEMIC ACHIEVEMENT STUDENTS ISLAMIC ELEMENTARY SCHOOLS (MI)

Eva Latipah<sup>66\*</sup>

### Abstract

*Academic achievement is one of important study in education, belongs to students in Islamic elementary schools (Madrasa Ibtidaiya). The experts had did many researches to improving academic achievement. Result of the researches show that self regulated learning contributed to academic achievement. Self regulated learning consist of four components, i.e: motivation, cognitive strategy, metacognitive regulation, and resourcefulness. Motivation is a driving to do; the driving in self regulated learning should be rise from inner drive. Cognitive strategy is methods that use students in learning, it such as: rehearsal, modeling, organizing, and etc. Metacognitive regulation related to how students made planning, controlling, and evaluating in learning. Resourcefulness related to manage time, environment, and help seeking when students overcome difficults. These components are pillars of self regulated learning and be important for students in Islamic elementary schools to improving their academic achievement.*

### A. Background

In the middle popularity on importance of national character, it does not mean that the problem of academic achievement should be ignored. Precisely in order to develop the character of the nation, the promotion of academic achievement needs to be improved. This is consistent with the primary task of a student to continue the struggle through learning. By focusing on learning, then students can focus on learning, not others, such as anarchist behavior which now often break. Even be said Koesoema (2011) that the primacy of academic is a bridge or a means for growing a wide range of other virtues. Furthermore, it is said that 'knowledge' is required for someone to perform an action that contains the virtue. From this statement, it implied that academic quality are the pillars for a better person's life. With the academic quality of a person is expected to act as directed, using all his abilities, both cognitive, physical, emotional, and psychomotor.

Manifested in the academic quality of academic achievement. Study of academic achievement will continue to roll; fact there will never be ending. This is understandable considering a number of reasons such as: achievement or product of a learning process (Anwar, 2001; Ormrod, 2008). To know the success of a learning process, it can be seen on how the academic achievement of their students. If a good student has an academic achievement, it said that the learning process (temporary) is successful. Conversely, if the students' academic achievement is low, it said that learning process not optimally performed. Another consideration why performance always attracted the experts' attention is the academic achievement contributes to one's success in his career. it means that a person who has high academic achievement, it will be easy for him to get his career. Conversely, low academic achievers someone, it's likely to obtain career opportunities even difficult (Atkinson, 1997). A final consideration is why academic achievement is always warm to be studied is associated with prestige or self-esteem (self esteem), namely that students who have high academic achievement tend to have self-esteem as part of high self-concept as

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well. Conversely, students with a lower academic achievement tend to have a lower self-concept. Furthermore, impact of low self-concept will encounter in the student personal development (Ormrod, 2008).

With these considerations, it must to institution seeking to provide education to their students reach high academic achievement. Among the organizers of educational institutions in Indonesia is known as a madrasah. Madrasah is not different from the school, but in Indonesia, it is not necessarily to understand it as Islamic schools, but given a more specific connotation, namely "religious school", a place where young students get the learning on the intricacies of religion and religious (in this case, Islam). Thus, it need to pursue madrasah students to a higher academic achievement, because of a higher academic achievement indicates the quality of education quality (Noah, 2011).

In fact, madrasah are considered "inferior" by public subjectively. Students or even parents often make the madrasah as a last alternative to continuing education. If a madrasah used as the main alternative in the continuing education of their children, then it is not intended to make his children to excel in science and knowledge, but others that they are oriented as they feel that their children tend to be 'problematic', and they hope to be given a greater knowledge of religion, then the child will change for the better.

Education in the madrasah is often considered to have a report card and red cards undeniable when compared with schools of education in other countries. Among the issues contained in the agency is the madrasah seemingly stagnated in institutional quality and output of their students quality. Madrasah students in average derived from secondary students who are not accepted in popular schools. In other words, these students are "low achievement student"; therefore, it is sure that the input madrasah students is lower than that go to public school. However, the madrasah must be upgraded as its long history contributing greatly to the national intellectual life.

Nuh (2011) says that a lot of things that cause a number of madrasah to be less developed compared to other public schools, including the output of graduates. In other words, among the factors leading to a lower quality is the poor quality of madrasah students. Therefore the quality of madrasah students need to be improved. Indicator of student quality is visible from their academic achievement.

Many factors affect a person's academic achievement, such as: intelligence, interests, motivation, talent (Shah, 2001), a trend which affects the modalities of learning styles, and management of learning environments (DePorter, 1999; Zimmerman, 1998). In line with that being said Zimmerman (1998) that learning by enabling the motivation, cognitive strategies (such as rehearsal, modeling, etc.), metacognitive regulation (such as planning, controlling, and evaluation of learning), and resource management (such as recourse to the source appropriate, arrangement environment, and timing). Results of research conducted Latipah (2010) on the student as a prospective teacher PGMI Islamic elementary schools shows that motivation is the biggest factor affecting their academic achievement. Similarly, survey results on several classes of students as future teachers PGMI Islamic elementary schools showed that the most help them to maximize their academic achievement is motivation.

In addition to motivation, importantly, to determine the level of academic achievement, it need to of learning strategies. Also researched (2005) to the high school level students (high school) in Yogyakarta found that the motivation of learning is not enough. Further intention is that if students rely on the motivation of learning alone, without being followed by the use of learning strategies, then it means nothing. On the subject of his research students found that students who have high academic achievement is the students who have high motivation to learn, followed by the use of appropriate learning strategies to understand the different materials.



In undergoing the process of learning, the students sometimes feel bad mood, so they feel that their motivation is on the decline. In such conditions, the students will take a pause (rest) for a while as a strategy to manage the lesson until they feel fresh (fresh) again to continue learning. According to Woolfolk (2009) it was necessary to enable students to feel enthusiastic about the learning continues.

The students with a higher academic achieving also realize that sometimes they feel unable to solve all learning problems. In that condition, the thing done by them is to ask for assistance (help seeking) to the right people about his problems (Zimmerman, 1998; Woolfolk, 2009).

By doing things as described above, then Zimmerman said that they have been doing self-regulation in learning, or it is encapsulated in a term called self-regulated learning.

Self-regulation is a concept of psychology that emphasizes the importance of self-regulation skills. A person who has self-regulation skills will show you some things such as: setting standards and their individual learning goals, monitor and evaluate the cognitive processes and their own behavior, and determine the consequences of their own successes and failures. In other words, thoughts and actions are under your own control, rather than be controlled by others and the surrounding conditions. In such conditions, he said as individuals who manage or regulate themselves (self-regulated individual) (Zimmerman, 1998).

Self-regulation in learning is necessitated in order to maximize learning achievement. Self-regulation in learning has been proven to improve learning achievement (Howse, 2003; Latipah, 2010), including mathematics (Sunawan, 2003; Alsa, 2005), medical (Kuiper, 2005), and information technology (Kramarski & Mizrahi, 2006). Even high-ability students, but he can not achieve optimal academic achievement, because of its failure in self-regulation of learning (Zimmerman, 1990). Learning based on self-regulation is an approach to studying the cognitive strategies (Graham & Harris, 1993). Learning based on self-regulation emphasize the importance of personal responsibility and control of knowledge and skills acquired. Learning based on self-regulation also takes students to master in the study. Perspective of self-regulation based learning and student achievement is not just *disctintive* also has implications for how teachers should interact with students, and how schools should be organized (Zimmerman, 1990).

Self regulated learning is based on a combination of academic learning skills and self-control which makes learning easier, so students are more motivated (Glynn, 2005). They have the skills (skills) and will (desire) to learn (McCombs & Marzano, 1990). Students who learn self-regulation by transforming mental abilities into the skills and academic strategies (Zimmerman, 2002). Later in this paper will be assessed on how self-regulated learning at the elementary level as a degree level with Islamic elementary schools so as to increase the academic achievement of students at the madrasah.

## B. Study of Theory

### 1. Academic Achievement in Islamic Elementary Schools (MI)

#### a. The Nature of Academic Achievement

There is an agreement among experts about learning that learning is a long-term changes in mental representations or associations as a result of experience (Ormrod, 2008). From this sense, there are three important keys of learning. First, learning is a long-term change, it means learning more than just the use of information in a brief and casual, such as remembering a phone number just a few moments to call that number, but not always saved forever. This means that long-term memory (long term memory) into a goal in the study (Woolfolk, 2008).

Second, learning involves the association of mental representations or the entity that holds the internal interconnections and new knowledge and skills acquired. In view of behavioral psychology, representations or intangible mental associations of behavior, so that



behavioral psychology holds that learning can be understood by studying the behavior. In contrast to the behavioral, the cognitive psychology assumes that mental representations or associations in question is the mind; that cognitive psychology to understand the view that learning can be done by studying the mind (Woolfolk, 2008).

Third, learning is a change that results from experience, not as a result of physiological maturation, fatigue, use of alcohol or drugs, or the onset of mental illness. In this case such as drunken behavior is not named as a result of learning. Based on the above description then learning can be understood except by studying the behavior (as expressed stream Behaviorists), also by studying the mind (cognitive psychology as expressed stream). Further, the learning does not just absorb information from the environment, but also to learn is how to process information from the environment into meaningful knowledge for students.

To find out the success of learning, it must be evaluated, comparing the information (the results of student progress tests or exams) with the criterion (learning objectives that have been made), then make a decision (Woolfolk, 2008; Ormrod, 2008). Not all decisions made by the teacher involves the measurement. Most of the decision is based on information that is difficult to be expressed numerically as the student preference, information from parents, previous experience, intuition, and so forth. However, the measurement does play a big role in many decisions in the classroom, and when the measurement is done properly, then the result can be used as an objective data to make decisions. Based on the results of measurements it is known how high or greater level of mastery of the material by students. Level of mastery of the material is called a learning achievement.

In other words, learning achievement is the level of student mastery of the material submitted. To know one's learning achievements can be done in various ways; most of them are standard achievement tests. Achievement test intended to measure how much students have learned in specific content areas.

There achievement tests are made for individual and there is also produced by the group. Both have varying reliability and validity. The test group used for the screening is to identify students who may require further testing or as a basis for mengelompokkan students based on achievement levels. As for individual achievement tests given to determine the academic level of a student with a more precise or to help diagnose learning problems.

Achievement test results to learn is one of the important information in educational decision-making and enhance the learning of students (Passer, 2009; Ormrod, 2008; Woolfolk, 2008; Anwar, 2000).

#### **b. The nature of Islamic elementary schools (MI)**

In essence, the emergence of madrasah in the Muslim world is a business development and improvement of learning activities in an effort to accommodate the growth and development of science and the ever increasing number of students and growing every year. To understand what kind of Islamic elementary schools, will be described in advance the understanding of the madrasa.

The word madrasah in the Arabic language is a form of the word 'description of the place' (zharaf makan) from the root word darasa. Madrasah literally means a place of learning for students, or a place to give lessons. Root word of darasa can also be derived midrash which meant a learned of a book or a place to learn. The word al-midrash also be interpreted as a home to learn book of Taurat. The word madrasah is also found in the Hebrew language or Aramy, from the same root word of darasa, which means reading and learning, or a seat to study (<http://www.pengertianmadrasah.pdf>.)

There is a common sense of the word madrasa by the two languages is that madrasah are 'learning place'. In Indonesian version, the word madrasah means school, although at first



said the school itself is not derived from the Indonesian language, rather than a foreign language, the school or Scola.

In the early development of Islam, there are two types of education and teaching institutions, namely kuttab, which teaches how to write and read the Koran, as well as the basic fundamentals of Islam to children who are primary education, and mosques are used as the level of advanced education in those days that only by adults. Of these mosques, was born the great scholars who are experts in various Islamic sciences, and here also the emergence of sects or schools of thought in various sciences, which well known as madrasah (<http://www.pendidikanislam.pdf> institutions).

Activities of the scholars in developing the teaching of Islam in the midst of an Islamic society with the rapid progress, even from one period to the next period is increasing. To accommodate the growing number of khalaqah activities, in line with the increasing number of subjects and fields of science is taught, he built special rooms for activities such khalaqah or recitals around the mosque. In addition it is also a dormitory built specifically for teachers and students, as a residence and place of learning every day on a regular basis is called the shrine or madrasa which was originally only built around the mosque, but in a much later development was built on its own (<http://www.lembaga.pendidikanislam.pdf>).

In the implementation, not unlike the madrasah schools in Indonesia but not necessarily understood as Islamic schools, but given a more specific connotation, namely religious schools, where students gain learning about all matters relating to religion and religious (in this case Islam).

However, in practice there are madrasah that teach religious sciences (al-'ulum al-diniyyah) and the sciences are taught in public schools. In addition there are madrasah that only specialize in the subject of religious sciences, the so-called madrasah diniyyah. The fact that the word derives from the Arabic madrasa, and not translated into Indonesian, causing the public to better understand Islamic madrasah as an educational institution, the place to learn the religion or the place to give religious instruction and religious.

Historians such as education and Mehdi Tibawi Nakosteen said that madrasah (Arabic) refers to the widespread institution of higher education in the Islamic world (classical) pre-modern. This means, in terms of the classical period of Islamic madrasah is not the same terminology with the madrasah within the meaning of the Indonesian language. The researchers write the history of Islamic education is said to vary, for example, Schule Nakosteen translate the word madrasah university (university). He also explained that the madrasah in the classical period of Islam was founded by Muslim rulers when it was to liberate the mosque from the burdens of secular-sectarian education. As it is understood that before any madrasah, mosque when it was being used as a public educational institution. The purpose of education requires the activity giving rise to a frenzy, while worshipping in the mosque kekhusuan want peace and worship. Therefore, said Nakosteen, a conflict between educational and religious purposes in the mosque is almost no common ground can be obtained. Then sought alternative educational institutions to develop science and general education, while still grounded in religious motives. The agencies are madrasah (<http://www.sejarahmadrasah.pdf>).

George Makdisi argues that the translation of the word madrasah can be summed up with three basic differences: First, the university said, the earliest sense, refers to the community or a group of scholars and students; Second, referring to a building where education after basic education (higher education ) took place; Third, teaching permit (certificate al-tadris, licentia docendi) at the madrasah is given by the sheikh in person without any connection with the administration (<http://www.sejarahmadrasah.pdf>).

In line with the education law in 1989, is essentially equivalent to a public school Madrasah. As different madrasah is causing particular emphasis on Islamic subjects.



Madrasah education as an institution is also composed of three levels, namely Islamic elementary schools (equivalent to Primary Schools / SD), junior secondary school (equivalent to junior high school / junior high), and Madrasah Aliyah (the equivalent of high school / high school).

Madrasah (abbreviated MI) is the most basic levels of formal education in Indonesia, the equivalent of elementary school, which is managed by the Ministry of Religious Affairs. Madrasah education taken within six years, ranging from grade 1 to grade 6. Madrasah graduates can continue their education or madrasah tsanawiyah junior high school.

Madrasah curriculum with curriculum of primary schools, only the portion of MI have more education about the Islamic religion. In addition to teaching subjects as elementary school, also coupled with lessons such as: al-Quran Hadith, Aqeedah, morality, jurisprudence, history of Islamic culture and Arabic language (<http://www.pelajaranmadrasah.pdf>).

Based on the above description it appears that madrasah are educational institutions that specialize in the development of Islamic religious teachings, and in its development, madrasah also taught general science. In this case that blends Islamic religious teachings of Islam and the sciences generally classified in three forms namely madrasah (MI), junior secondary madrasah (MTs), and the madrasah 'aliyah (MA).

### c. Academic Achievement Students Islamic Elementary Schools (MI)

Once again, school performance is the level of student mastery of the material submitted. To find out the learning achievement, can be done through various means including the achievement tests. Achievement test intended to measure how much students have learned in a particular field.

Subjects at different madrasah schools. Subjects in primary schools (SD) consists of Indonesian Language, mathematics, the Natural Sciences (science), Social Sciences (IPS), religion, and Citizenship Education (Civics), and is usually coupled with local content such as local language (adjusting with their respective areas, such as Javanese, Sundanese, etc.), and coupled with the development of subjects such as English, art and painting skills. Subjects in Islamic elementary schools (MI) even more, because there the elaboration / resolution on religious subjects, to be composed: hasdist al-Qur'an, Aqeedah morality, Arabic, fiqh, Islamic culture and history. Thus at the elementary school principal subjects of six (6), plus four (4) supporting subjects, while subjects in madrasah principal amount of ten (10), plus three or four supporting subjects.

Thus to measure learning achievement in primary schools with the different MI. In primary schools by looking at the acquisition of the test scores of the six subjects studied, while at the madrasah by looking at the acquisition of the test scores of ten subjects studied. Eventually this can all be expressed in terms of the value of report cards.

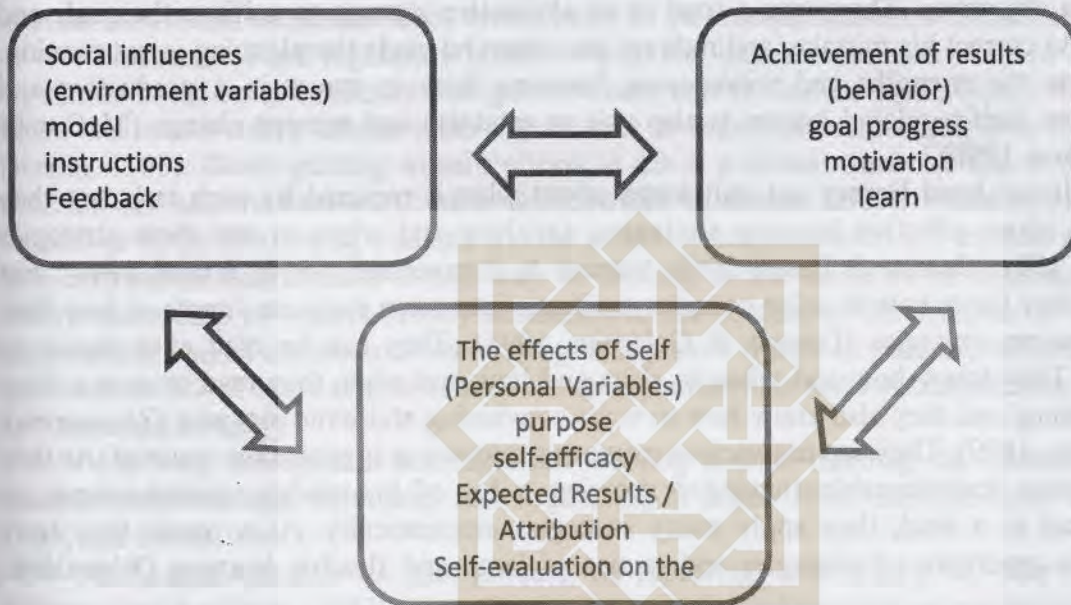
## 2. Self Regulated Learning

### a. Definition of Self Regulated Learning

Self-regulated learning developed from social cognitive theory of Bandura (1997). Social cognitive theory of Bandura is a cutting-edge perspective that originated from social learning theory. ). In the early 1960's Bandura demonstrated that people can learn by observing the actions and consequences to others. Bandura's social learning theory emphasizes observation, modeling, and vicarious reinforcement (reinforcement experienced by others). Over time, Bandura explanation about learning to include more attention to cognitive factors such as expectations and beliefs other than the model of social influence / role model (Bandura, 1977).



In social cognitive theory, these factors are considered important internal and external. Events in the environment, personal factors, and behavior seen interacting with each other in the learning process. Personal factors (beliefs, expectations, attitudes, and knowledge), social and physical environment (resources, consequences of actions, other people, and the physical setting) are all affected and influenced each other. Bandura called the interaction of these forces as reciprocal determinism (reciprocal determinism), as illustrated in figure 1:



#### Reciprocal Influence Between Environment, Personal Factors, and Behavior According to Social Cognitive Theory

Sources: Social Interaction and Achievement Behavior Self by Schunk, 2004. Learning Theories: An Educational Perspective

Among the important key elements of social cognitive theory in learning is about self-regulation (Boekaerts et al., 2000; Schunk & Pajers, 2004; Zimmerman, 2000; Paris & Paris, 2001). Self- is the process used to activate and sustain thoughts, behaviors, and emotions to achieve the goal. If the goal is associated with learning, it is called self-regulated learning (Zimmerman, 2002).

Zimmerman and Martinez-Pons (2001) defines self-regulated learning as the degree to which participants are actively involved metacognition, motivation, and behavior in the learning process. Baumert (2002) defines self-regulated learning as a form of individual learning to depend on their motivation, the autonomy to develop measurement, and monitoring the progress of learning.

Self-regulated learning underlines the importance of autonomy and personal responsibility in learning activities. In the process of learning, a self-regulated learner establish learning goals, trying to monitor, regulate, and control of cognition, motivation, and behavior for control purposes have been made (Valle, 2008). A self-regulated learner has a combination of academic learning skills and self-control which makes learning easier, so they are more motivated. In other words they have the skills (skill) and willingness (will) to learn (McCombs & Marzano, 1990; Murphy & Alexander, 2000). A self-regulated learner also transform their mental abilities into skills and academic strategies (Zimmerman, 2002). Many studies have linked the use of strategies with varying academic achievement, especially for advanced high school students complete the first level and school level up (Frederick, 2004).



Self-regulated learning developed with an emphasis on learning or the learning process, instead of teaching (such as learning problem solving, cooperative learning, etc.). Winne (1997) explained that the topics examined in the study based on self-regulation involves cognitive strategies, learning how to learn, and lifelong learning (life long learning).

*Self-regulated learner take responsibility for their studies. They act autonomously to regulate itself. They also define the goals and issues that may be encountered in achieving its goals, develop a standard level of excellence in achieving goals, and evaluate the best way to achieve its objectives. They have a road or an alternative strategy to achieve the goals and strategies to correct his mistake, and redirect him when he made the planning is not running. They know the strengths and weaknesses, knowing how to use it in a productive and constructive. Self-regulated learner is also able to establish and manage change (McCombs and Morzano, 1990).*

Self-regulated learner not only know about what is required by each task, but they also learn about effective learning strategies, and how and when to use these strategies (Bandura, 1991; Dembo & Eaton, 2000; Schunk & Zimmerman, 1997; Winne, 1997). For example, they know how to solve complex problems into more steps are simple or how they test alternative strategies (Greeno & Goldman, 1998). They can be read at a glance or carefully. They know how and when to skim and how and when they read to gain a deep understanding, and they also know how to write convincing and write just wag (Zimmerman & Kitsantas, 1999). They can use various memory strategies or organize the material. As they become more knowledgeable (having / showing a lot of knowledge, consciousness, or intelligence) in a field, they apply many strategies automatically. As a result, they have mastered a repertoire of strategies and tactics of large and flexible learning (Woolfolk, 2008).

Schiefele and Pekrun (Baumert, 2002) defines self-regulated learning as a form of individual learning to depend on their motivation, the autonomy to develop measurement, and monitoring the progress of learning. While Purdie (1996) states that the concept of self-regulated learning focuses on the 'why' and 'how' a person initiating and controlling the activities of learning. Terms of how the self-regulated learning refers to how one uses the strategy to carry out learning tasks.

Based on the above it is understood that the self-regulated learning is the ability and skills learned will be applied to analyze the learning tasks, set goals, and plan how to do the work, apply skills, and in particular to make decisions about how to learn to be implemented, and self-regulated learning emphasizes the importance of autonomy and personal responsibility in learning activities. By applying the capabilities and skills in learning, then someone who self-regulated learning becomes an active participant both motivational, metacognitive, and behavioral learning process.

## **b. Self-Regulated Learning Components**

Zimmerman (Elliot, 1999) explains that the components of self-regulated learning motivation, learning strategies, metacognition, and environmental management. Explanation of these four components will be described below.

### **1) Motivation**

Motivation is essential in a self-regulated learning through motivation for someone willing to take action and responsibility for learning activities are carried out (Smith, 2001). Motivation is the reason or basis for any action a person in learning activities. Byrnes (1996) defines motivation as a construct that is used to describe the initiative, direction and intensity of individual behavior. Motivation in learning by self-regulation in the form of making the decision to participate (Elliot, 1999).



Based on the source, motivation is divided into two intrinsic and extrinsic motivation (Burden and Byrd, 1999). Intrinsic motivation happens to students when he was working on the grounds of their own, whereas extrinsic motivation occurs when students work on the grounds outside of themselves. Students who are diligent in studying certain science because really liked the materials is one example of intrinsic motivation, but if the students who study hard sciences because in order to obtain some reward from his parents is a form of extrinsic motivation. Properties (attributes) self-regulated learning of students who regulate itself in the internal motivation to learn is based on the motif of the reasons that come from within him.

Processes of self-regulatory process which can increase the motivation to learn self-regulation based on self efficacy, self goals, values, and attribution. self-efficacy refers to the belief that he can hold a learner some control over an event that affects their lives (Bandura in Durkin, 1995). Goals guiding student efforts to act in a certain direction and is useful as a criterion for self-evaluation (Gredler & Schwartz in Smith, 2001). Value related to the objectives of the task facing students and the belief in the importance and interest in a job for him. Attribution (attribution) is one way of looking at the cause of an outcome (Heider, 2006). According to Weiner (1995) attribution in the context of the behavior of individual achievement can be understood when trying to explain a failure or success, individuals often attributes on one or more of four causes: the ability, effort, the level of task difficult, or lucky.

## 2) learning strategy

Learning strategies in self-regulated learning include training, the expansion of the material (elaborating), modeling, and organizing (Purdie, 1996; Howard-Rose & Winne, 1993; and Smith, 2001).

Rehearsal practice is the process of repeating information to help remember information (Anderson, 1997). According to the model of information processing information processing model of individuals in mind and keep the information through several stages. Information entry process begins from the senses (eyes, ears, skin, and other senses). After receiving sensory information, the information is passed into the cognitive processes; in the cognitive process of information into short-term information storage (short term store / STS) and the information is entered long-term information storage (long term store / LTS); in the process, not all information LTS can enter, much information is lost during the process into the LTS (Gagne & Driscoll, 1996). Rehearsal process carried out before entering the LTS information.

The expansion of the material (elaborating) is a type of information coding is done by linking new information with information already stored in long-term memory (long term store) (McCown, 1996). Cognitive strategies are useful for students to integrate and connect new information with knowledge that has been previously owned, and also allows students to recall information that has been stored in long-term memory. Expansion strategy of the material can be done by making a summary, create analog or metaphor, making paraphrase, and make generalizations.

Arrangement (organizing) is not much different from the elaboration. The individual settings are also trying to create a structure for the information they have and this is usually done by relating the knowledge and information he had. Piaget (Elliot, 1999) explains that the concept of the organization (organization) refers to the relationship between the structure of cognition. The organization of this can be done by creating a spatial record, create graphics, create an outline, select the main idea of a reading (Smith, 2001).

Imitation (modeling) is a term that comes from social learning theory (social learning theories) where, according to the theory of behavior and thinking someone is going to change through observation and interaction with social environment (McCown, 1996). The model is one whose behavior is a stimulus for learning, while the observers were students who observe the behavior of the model to emulate. A teacher in the context of education in the classroom



should be a model of learning, thinking, and strategizing for students (Elliot, 1999; Smith, 2001). In addition, students who are peers to other students also may be effective in supporting learning activities.

### 3) Performance metacognition

Self-regulated learner has an awareness of performance outcomes (Zimmerman, 1999). Meichenbaum (1985) call this metacognition, the awareness of one's own cognitive machinery going and how the machine works.

There are two things that need to be observed is related to the metacognitive knowledge and metacognitive regulation (Woolfolk, 2008). Metacognitive knowledge refers to knowledge about the cognitive abilities of students who have (Peklai, 2002). Metacognitive knowledge is a high-level cognition is used to monitor and regulate cognitive processes such as reasoning, comprehension problems, learn, and so on (Metcalf & Shimamura, 1994). Each student has different capabilities in terms of knowledge and skills metacognitive, therefore they also differ in terms of how well and how quickly they learn (Brown, 1983; Morris, 1990).

Metacognitive knowledge consists of three sub-aspects of knowledge that facilitates the reflection metacognition: declarative knowledge (knowledge of self as a learner, the factors that affect learning and memory of someone, as well as the skills, strategies, and resources needed to perform a task - know what to do), procedural knowledge (knowledge about how to use strategies), and conditional knowledge (knowledge about when and why a strategy is used) (Peklai, 2002; Bruning, 2004). Metacognitive knowledge develops with age and experience of a person, which is relatively stable (Alsa, 2005).

Metacognitive regulation linked to the mechanism of self regulation. Metacognitive regulation involves a number of sub-processes that facilitate the control aspects of learning such as planning, monitoring, and assessment of the use of students in learning activities (Woolfolk, 2008; Slavin, 2009; Zimmerman, 1998). Metacognitive regulation in other words applying metacognitive knowledge is used to regulate thinking and learning (Brown, 1987; Nelson, 1996).

Basic skills performed in metacognitive regulation include: planning (planning), the plan deals with deciding how much time is given for a task, a strategy which will be used, how to start, what resources will be used, the order of what would follow, which will be given cursory attention and which ones need to be given full attention, and so forth.

The second skill is monitoring (monitoring) of real-time awareness of how I work, or ask yourself, what 'it' makes sense? if I work too fast?, and so forth. The third skill is Evaluating (evaluation) is to make judgments (judgments) about the process and outcome of thinking and learning. In this case the questions that need to be examined include: whether I should change the strategy? Do I need to find help or give up now?, And so forth.

In contrast to the nature of cognitive knowledge, the nature of metacognitive regulation is less stable, highly dependent on the characteristics of the student and the course material or the character of the task at hand (Alsa, 2005).

### 4) Environmental

Self-regulated learner has a sensitivity to social and environmental resources (resource) located in the vicinity. Zimmerman (in Smith, 2006) used the term 'resourcefulness' which refers to the ability to control the physical environment around it in terms of limiting distractions that interfere with learning activities, and successfully find and use reference and expertise necessary to master what is learned. Resourcefulness characterized by the active person in search of information, organize the environment, and minimize the distractor (Zimmerman & Pons in Martinaz-Smith, 2006). Form of self-



regulatory processes relating to the environmental component is up or compose the environment (environmental structuring) and seek help (help seeking) (Zimmerman, 1998).

Prepare the environment associated with creating a learning environment that can support the implementation of an optimal learning. Creation of a learning environment not only in schools but also needs to be done at home or anywhere else in the place where learning activities can be implemented. The influence of physical environment on learning of them is shown by research Sommer (in Veitch and Arkelin, 1995) that a person who sits directly in front of the most optimal instructor to participate other than someone who sits behind him.

Self-regulated learner is not always perfectly master the material. When this occurs it is necessary to seek assistance (help seeking) to others and other sources. Zimmerman (1989) identified some parties that may be referred to seek the help of peers, teachers and other adults. Madden (2000) proposed that in addition to humans there are some resources that can be referenced when students encounter in learning the internet and libraries. Ryan and Pintrich (1999) distinguish between help-seeking behavior (help seeking) into two namely avoidance help seeking and adaptive help seeking. Avoidance help seeking occurs when someone needs help, but they do not want to seek help. They are only mimic other people's work without understanding the problem. Adaptive help seeking related to someone who asks for help or guidance regarding the solution of a problem such as clarification of the problem.

### **c. Factors Affecting Self-Regulated Learning**

Reciprocal determinism based on the description on the face, the factors that influence self-regulated learning can be identified consists of personal factors, environment, and behavior (outcome). Based on these factors, the factors may include: knowledge, self-discipline, and learning methods.

Have knowledge of the subject matter means that students have enough knowledge related to the material being studied. The more they know, the easier it is to learn it (Alexander, 2006). Having the knowledge about the task means that different learning tasks require different approaches. For example, simple tasks associated with rote mnemonic strategy requires enough, while understanding the complex task can be performed using a concept map (concept map). Have knowledge of strategies to learn means that when students experience difficulties in learning, students realize that the nature of knowledge there are no absolutes. Therefore, the student believes that there are many ways to solve various problems (Pressley, 1995; Winne, 1995). Last self-regulated learner has knowledge of the learning context. They not only know what is required by each task, but students can also apply the necessary strategies. Students can scan and read carefully. Students can use various memory strategies or organize the material. When students become knowledgeable (have / show a lot of knowledge, awareness or intelligence) in a field, students apply many strategies automatically.

Knowledge alone is not enough to make the student as a self-regulated learner. Therefore students need volition or self-discipline. Volition is another word for will power (will power). Volition is to protect the opportunity to reach their goals by applying self-regulated learning. A self-regulated learner knows how to protect themselves from various kinds of interference (distraction). Students also learn how to cope when they experience anxiety, drowsiness, or lazy (Corno, 1992, 1995; Snow, 1996).

Stages to be taken in self-regulated learning include: planning (goal setting), the implementation or use of metacognitive, and reflect on all that has been made and obtained. To go through the necessary stages of learning strategies or methods are appropriate. Teaching methods must be methods that can support the implementation of the stages in the



self-regulated learning. Among the important stages are the stages of reflection. Necessitated reflection phases to evaluate the activity of what has been done and how the results obtained.

Finally it can be concluded that the factors that influence self-regulated learning consists of non-psychological factors and psychological. Between these two factors complement each other. This means that it can not be said to be self-regulated learning has only determined by psychological factors or non psychological only. Both psychological and non-psychological factors together can influence self-regulated learning.

### 3. Self-Regulated Learning and Academic Achievement Students MI

Self-regulated learning is a process of self-direction that can enhance performance or achievements of learning (Zimmerman, 1998). Several studies have shown that there is a positive correlation between self-regulated learning with learning achievement (Zimmerman & Martinez-Pons, 1986; 1990; Ainley, 2002; Camahalan, 2000; Howse, 2003; Perry, 2007). Even high-ability students, but he can not achieve an optimal learning, because of its failure in self-regulation of learning. Even the meta-analysis of 14 effect size of 3899 subjects showed that the self-regulated learning strategies was positively correlated with academic achievement ( $r = 0.27$ ). Differences of correlation may be caused partly because of errors in sampling (4.63%) and errors in the measurement of the independent variables and dependent (4.44%). This small percentage suggests the possibility of bias error due to errors in sampling and measurement of very small (Latipah, 2010).

How self-regulated learning can improve learning achievement? In this case the student should be able to learn how to activate the factor of motivation, learning strategies (cognitive), metacognitive performance, and resource management.

Motivation increases initiative (initiation) and the persistence of various activities. With the persistence of these students are more likely to initiate activities that they really 'want'. Students are also more likely to continue their activities until the desired finish, although they are sometimes harassed or feel frustrated and doing that (Larson, 2000).

In general, the motivation also increases 'task time' (time on task), an important factor affecting student learning and achievement (Brophy, 1998). The more time spent in learning to solve problems, then it is likely to soon issue greater resolved. resolved problem in learning is a sign that the student has the ability to master the material well (achievement).

Motivation can affect cognitive processes. Strong impetus for the study will encourage students to use specific strategies in learning. In short, a strong impulse (motivation) influence what is considered by students and how effective they are processing (Pintrich & Schunk, 2002; Pugh & Bergin, 2006). For example, students who are motivated are trying together to really understand the material in class (studying significantly) and consider how they can use the material they have learned in everyday life.

In the end, with the effects as described above, the motivation often results in improved performance. Students are most motivated to learn and excel in a variety of classroom activities, students tend to be most successful (Pintrich & Schunk, 2002; Pugh & Bergin, 2006). Thus in the context of learning achievement in Islamic elementary schools, self-regulated learner have the drive and perseverance to carry out these tasks. In the process of assignment of teachers, students tend to spend so much time actually completed the task. Not just the amount of time spent, but also the many strategies used to accomplish the task. In the process it will be many challenges facing such a task still not finished as well, feeling tired, bored and tired. But with the motivation to pursue the target of completing the task, the students will do a break by finding or setting up a learning environment that is considered comfortable and can make fresh. Student not hesitate to change the strategy that he is not suited to solve the problem. By doing so the management of such a student may have completed the assigned tasks well.



Thus the students at the Islamic elementary schools can improve academic achievement through self-regulated learning through: having a strong desire to learn, able to use appropriate strategies to understand the subjects different, have a good planning to complete the works of madrasah, intends to ask the right source when obtaining the difficulties in learning, and arrange a place to study if deemed boring or looking for a place in accordance with the desired learning that it is possible to increase the concentration in the study.

### C. Conclusion

Self-regulated learning is a process of self-direction in learning to improve academic performance. Self-regulated learning is used to activate the learning aspects of motivation, the use of cognitive strategies (such as rehearsal, organizing, modeling), metacognitive performance (such as planning, controlling, and evaluation). Thus, a self-regulated learner has a personal autonomy in managing their studies, responsible for the values and goals are made, and in collaboration with the group to achieve common benefits.

To implement self-regulated learning at the school, then this is done by making the Self-regulated learning as a strategy. This means that to promote self-regulated learning to the students, the teachers can do this by using strategies of self-regulated learning as described in the above discussion as intenal instill the importance of motivation in learning, using a strategy that is not just rote learning but also the elaboration of strategies. In addition it also instilled the importance of asking / requesting assistance (help seeking) if something is not understood. Ask for help (help seeking) may be made to peers, teachers or other adults are considered capable of, and use the internet service if needed. Finally, so that students do self-regulated learning, then consider learning environment. Strive to create a comfortable learning environment.

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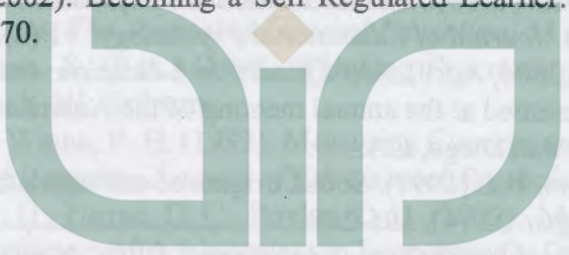
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