

SELF-REGULATED LEARNING: IS IT DIFFERENT BETWEEN MEN AND WOMEN STUDENTS?

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ABSTRACT

The purpose of this research is to identify differences of self-regulated learning (SRL) of men and women students in Bantul, Special Region of Yogyakarta, Indonesia. This study is a comparative study with a sample of 300 students consisting of 164 men students and 135 women students. Sample selection using Stratified Random Sampling technique. The instrument used is the scale of self-regulated learning. Data analysis to identify differences in SRL of men and women students using Independent Samples Test. The research findings show that there are significant differences between SRL of men students and women students. Based on the mean level of SRL, women students have higher SRL than men students. This research recommends counseling service to improve SRL of students.

Keywords: self-regulated learning, gender differences

INTRODUCTION

Student academic success is one of the important variables for students who undergo the learning process in school, including junior high school students. A student's academic success needs to be realized by students in a planned. The need for various efforts is made to support the achievement of students' academic success in school (Palmer, Davis, & Maramba, 2010; Palmer, Davis, & Thompson, 2010).

Maslow's view, students are pursuing academic success because they want to meet the needs of "physiological" and "psychosocial" (Freitas & Leonard, 2011).

Intrinsic motivation for learning becomes an important variable for achieving student academic success (Alhadi & Saputra, 2017; Fan & Williams, 2010; Froiland dkk., 2012; Logan, Medford, & Hughes, 2011; Niehaus, Rudasill, & Adelson, 2012; Walker, Greene, & Mansell, 2006). Students who have intrinsic motivation have the opportunity to achieve better academic success. Conversely, students who do not have intrinsic motivation have the opportunity to achieve lower academic success.

The phenomenon shows the opposite of what should happen among students about the achievement of academic success.

Various negative behaviors shown by students today which actually reduce the achievement of academic success, for example is academic procrastination (Munawaroh, Alhadi, & Saputra, 2017). Someone who does academic prokratinasi demonstrated that they lack the ability of self-regulated learning (SRL) is good. Students who have academic procrastination, because they lack good SRL skills (Corkin, Shirley, & Lindt, 2011; Rakes & Dunn, 2010; Wäschle dkk., 2014). The poor SRL will trigger the achievement of students' academic success.

Students' awareness and metacognition of SRL abilities will help them avoid bad academic achievement (Azevedo dkk., 2010; Efkliades, 2011; Zimmerman, 2013). A student needs to have awareness in his mind in maximizing SRL skills. Assessments of SRL skills of junior high school students can help students realize the level of SRL (Clark, 2012; Lindner & Harris, 1993) and it can facilitate the development of self-regulated learning skills of students.

The gap between ideal conditions and facts in the field as explained above needs to be shed light on the SRL of junior high school students. Gender can be one component that determines students to have a level of self-regulated learning (Virtanen & Nevgi, 2010; Zimmerman & Martinez-Pons, 1990). Students men and women may have a tendency to SRL ability. More specifically, the research will identify the differences in SRL of students male and female.

METHODOLOGY

The design in this research is comparative research. The goal of this research is to identify differences in the level of SRL between male and female students. The samples were 300 junior high school students in Daerah Istimewa Yogyakarta, Indonesia. The sample consisted of 164 male junior high school students and 136 female junior high school students. The sampling technique is through stratified random sampling. The instrument used is the self-regulated learning scale (Alhadi, Saputra, & Supriyanto, 2018). Data analysis to identify differences in SRL of male and female

students using the Independent Samples Test formula with the help of the SPSS for Windows Release 20 program.

RESULT AND DISCUSSION

The results of the analysis show that there is a difference in the level of SRL between male and female students. The average male student has a level of SRL in the high category with an average of 76.91 (N = 112). Specifically, only 7% of male students have a very high category and 48% have a high category. The reality is that only 6% of male students have very low levels of SRL and 39% of male students have low levels of SRL is shown in Figure 1.

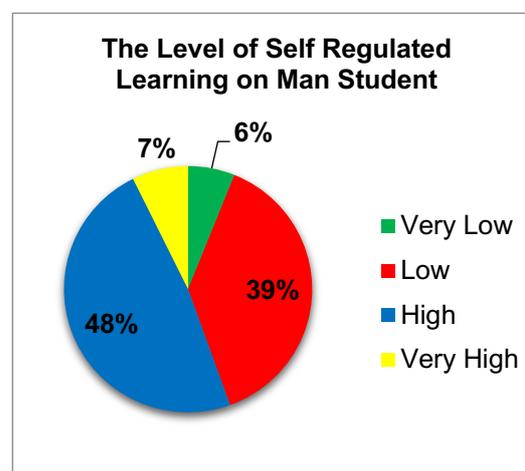


Figure 1.

Self Regulated Learning on Man Student in Indonesia

In contrast to men, the average female student also has a high level of SRL with an average higher than male, which is 81.30 (N = 112). Specifically, 18% of female students have a very high category and 46% have a high category. The reality also appears to women that 5% of female students have very low levels of SRL and 31% of female students have low levels of SRL is shown Figure 2.

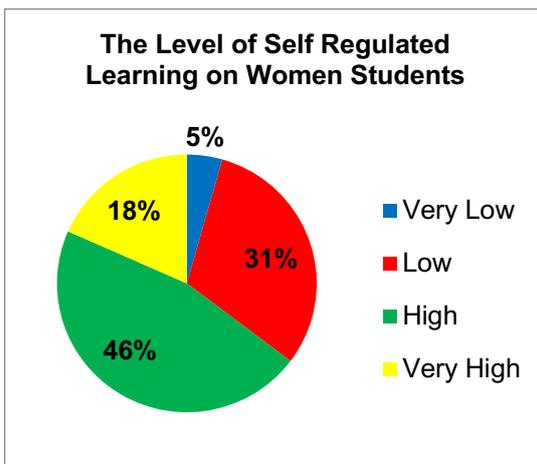


Figure 2.

Self Regulated Learning on Woman Student in Indonesia

The results of this study indicate that the existence of an equation about the level of SRL in male and female students is in the high category. There is also the difference is that the level of female SRL is higher than that of male students. Figure 3 dicribe the average level of female SRL is 81.30 while the level of male SRL is 76.91. The average level of SRL of female students is greater than the level of SRL in male students which also affects learning achievement.

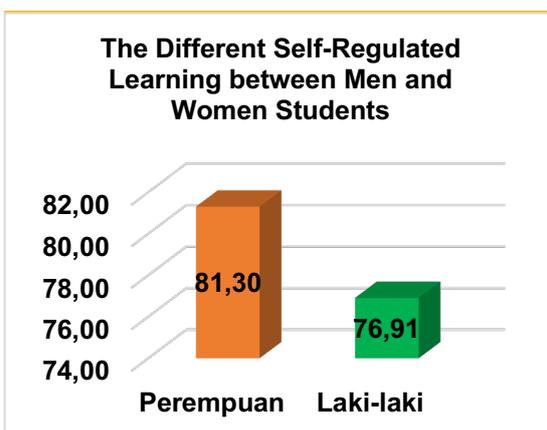


Figure 3.

The Mean level Self Regulated Learning on Man and Woman Student in Indonesia

Differences in SRL for male and female students have been analyzed data through processing Independent Samples Test data using the help of the SPSS Version 20 application is shown in Table 1. The t-test

analysis was chosen to see whether or not there were differences in SRL in terms of gender. The following are the results of different tests of SRL in terms of gender.

Table 1.

Output of Independent Samples Test Analysis using SPSS 20 Application

		Group Statistics			
	Gender	N	Mean	Std. Deviation	Std. Error Mean
S	Man	16	76.9	9.406	.734
	R	4	1		
L	Woma	13	81.3	9.686	.831
	n	6	0		

In Table 1 it appears that f obtained was 0.542 with a significance of 0.462 which means greater than 0.05 (0.462 > 0.05) then this means that the variance is homogeneous population groups. Homogeneity requirements for comparative analysis are met. The results of data analysis obtained by the tcount coefficient of -3,973 with a probability of 0,000 when compared with 0.05, then the probability value is smaller than 0.05, which means that there is a significant difference about student SRL in terms of gender. The conclusion is that there are significant differences in SRL between men and women. In the next section, the results of this study will be discussed comprehensively, involving discussions with the results of previous studies and confirmation of the theory.

The results of the study indicate that there are differences in SRL between male and female students in the Daerah Istimewa Yogyakarta of Middle School, Indonesia. SRL of female students is higher than the level of SRL in male students. Differences in male and female self-regulation of learning due to differences in academic self-regulation abilities, performance and context in managing tasks, metacognitive aspects, and motivational aspects (Zimmerman, 2011). Students who have a high level of SRL have greater opportunities to achieve desired academic achievement than students who have a low level of SRL (Broadbent & Poon, 2015; Kitsantas, Steen, & Huie, 2017). Female students tended to report the use of

exercise, organization, metacognition, time management skills, elaboration, and business better than male students (Bidjerano, 2005).

The difference in SRL of male and female students is also based on two aspects, namely the reactive aspects and psychological aspects. Reactive aspects are measured based on reactive results, such as academic value or standard test performance from proactive process results, such as goal setting and use of strategies (Schunk & Zimmerman, 2012). Psychological aspects in the process of SRL are based on intentions or intentions that are not understood and implied in many operations (Corno, 2013).

The results of this study are supported by previous research which shows that the level of SRL of male and female students is different (Bembenutty, 2007). However, in this study it has not shown who has a higher level of self-regulated learning, whether male or female. In contrast to this study, it does not only show the different levels of self-regulated learning for male and female students, but also shows the higher level of self-regulated learning, namely female students.

Other research in Yogyakarta also shows similar conclusions, namely there are differences in the level of self-regulated learning between male and female students, where the level of self-regulated learning of female students is higher than that of male students (Saputra, Alhadi, Supriyanto, Wiretna, & Baqiyatussolihat, 2018). However, in the study identified differences in the level of self-regulated learning between male and female junior high school students. While this study identifies differences in the level of self-regulated learning between male and female vocational students.

SRL of female students is higher when compared to male students, one of the causes is environmental factors. The environment of female students has a tendency to provide support and reinforcement of the high SRL of female students. SRL that is owned by students is influenced by the situation that exists in the student environment and is also inseparable

from the social support provided to them (Rachmah, 2015).

In contrasts male students, women have a strong attachment to their peers who actually have a negative impact on the quality of their SRL. This illustration is similar to that of student SRL and peer conformity influencing academic procrastination (Safa'ati, 2017). The high or low academic procrastination itself is one of the predictors of good or bad SRL skills possessed by students (Balkis & Duru, 2016; Hong dkk., 2015).

In contrast to these results, some research suggests that the fallout. One study showed that there were no significant differences between male and female students on the variables of SRL and motivational beliefs (Yukselturk & Bulut, 2009). Based on the research, it can be said that between male and female students have a level of SRL which tends to be the same. The difference in the results of this study can be the basis of further research to identify the reasons for the differences in the results of this study, which are certainly interesting to study.

SRL itself is an important variable for students to achieve the academic success that they live in school. This is a fundamental reason for students to understand and realize their level of SRL and be able to make changes if their SRL is low. As evidence of SRL has a significant influence on academic performance (Wilson & Narayan, 2016). In addition, other studies also show that SRL has a significant influence on academic achievement (Broadbent & Poon, 2015; Dent & Koenka, 2016; Wolters & Hussain, 2015).

The role of the counselor is so vital to help students identify the level of SRL. A pedagogical approach by counselors can integrate formal and informal learning using social media and support student self-learning (Dabbagh & Kitsantas, 2012). The level of SRL is the basis counselor in formulating guidance and counseling programs in order to make the change, which is the increased SRL possessed by the students.

Counselors need to understand students to be effective servants for themselves through the learning process (Bjork, Dunlosky, & Kornell, 2013). This is done by the counselor so that the material provided by the counselor is in accordance with the needs of the students. The guidance and counseling program developed by the counselor must be on target according to the situation and condition of students in the school, one of which is the development of students' SRL abilities. Professional development of guidance and counseling services shapes the future development of students (Stockton, Nitza, & Bhusumane, 2010).

Counselors in service practice can use social networking-based tools and technology for participatory development of student SRL, so that the counselor's competence in the field of pedagogy, personality and social development also develops. (McLoughlin & Lee, 2010). Counselors in service practice can use social networking-based tools and technology for participatory development of student SRL, so that the counselor's competence in the field of pedagogy, personality and social development also develops (Sitzmann & Ely, 2011). The result of SRL skills is that students are able to plan learning, find the right learning resources, use resources to learn, and reflect learning progress (Mikroyannidis, Connolly, & Berthold, 2013).

CONCLUSION

SRL is an important variable for students' success in their academic fields. Students' awareness of the level of SRL needs to be possessed by students who will later support their success in the academic field. This study concludes that female junior high school students have SRL skills that are better than male junior high school students. The results of this study should be the basis of the counselor in developing a guidance and counseling program to improve SRL by paying attention to the characteristics of male and female junior high school students. In addition, the results of this study can be the basis of further research to be able to

improve creating or testing certain intervention models to improve student SRL.

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