

# SELF REGULATED LEARNING (SRL) ABILITY: KNOWLEDGE AND LEARNING ATTITUDES OF MUHAMMADIYAH STUDENTS

**Sri Hartini, Agus Supriyanto, Said Alhadi, Wahyu Nanda Eka Saputra,  
Agungbudiprabowo, Shopyan Jepri Kurniawan**

---

## AUTHOR CORRESPONDENCE

Sri Hartini  
Universitas Ahmad Dahlan  
Jalan Pramuka No.45, Yogyakarta  
Indonesia  
[sri.hartini@bk.uad.ac.id](mailto:sri.hartini@bk.uad.ac.id)

Agus Supriyanto  
Universitas Ahmad Dahlan  
Jalan Pramuka No.45, Yogyakarta  
Indonesia  
[agus.supriyanto@bk.uad.ac.id](mailto:agus.supriyanto@bk.uad.ac.id)

Said Alhadi  
Universitas Ahmad Dahlan  
Jalan Pramuka No.45, Yogyakarta  
Indonesia  
[said.alhadi@bk.uad.ac.id](mailto:said.alhadi@bk.uad.ac.id)

Wahyu Nanda Eka Saputra  
Universitas Ahmad Dahlan  
Jalan Pramuka No.45, Yogyakarta  
Indonesia  
[wahyu.saputra@bk.uad.ac.id](mailto:wahyu.saputra@bk.uad.ac.id)

Agungbudiprabowo  
Universitas Ahmad Dahlan  
Jalan Pramuka No.45, Yogyakarta  
Indonesia  
[agungbudiprabowo@bk.uad.ac.id](mailto:agungbudiprabowo@bk.uad.ac.id)

Shopyan Jepri Kurniawan  
SMA Muhammadiyah 1 Yogyakarta  
Jl. Gotongroyong I, Karangwaru, Kec.  
Tegalrejo, Kota Yogyakarta, Daerah  
Istimewa Yogyakarta 55241  
[shopyan1500001161@webmail.uad.ac.id](mailto:shopyan1500001161@webmail.uad.ac.id)

## ABSTRAK

The purpose of this study was to identify the level of self-regulated learning (SLR) of students. The research was conducted with a quantitative descriptive method on 300 students at 14 Muhammadiyah Junior High Schools in Bantul Regency. The data collection instrument used was a valid and reliable SLR scale and descriptive statistical data analysis with percentages and standard deviation. The results of the study concluded that SRL identification in SMP Muhammadiyah students with high criteria. But even though it has high criteria overall, one school has low criteria because it has access, human resources, and less relevant locations to support education. Human resources influence students' unequal learning attitudes as role models, parenting styles, and incoming information to students about the subject matter. Counselling teachers in schools can use this research to develop self-development programs for students.

*Keywords: self-regulated learning, knowledge, learning attitudes*

## INTRODUCTION

Strengthening Indonesia's Human Resources requires evaluation, improvement, and restructuring of institutions' performance in the education sector. The Republic of Indonesia's government policy is to increase the standardized value of passing students or KKM each year. This requires students to have a strategy in overcoming the concerns of learning outcomes, one of which is the need for a strategy by using SRL. SRL is one factor for the development of the quality of student learning outcomes (Alhadi et al., 2019).

The counsellor, who is one of the school's parties, has an important role in increasing the SRL for junior high school students. Counsellors have various competencies that can apply to identify and improve SRL students. The counsellor needs to see the level of students being taught to be one of the students' learning outcomes. This is done to help counsellors develop guidance and counselling programs to increase students' SRL. In fact, SRL is a situation where students can have good control. SRL students based on knowledge of learning tasks and motivation in learning and in-house decision making for learning settings. Also, the function of SRL is where the process is constructive and actively monitors related cognition, motivation and behaviour (Azmi, 2016).

SRL makes the main potential in a person's ability to self-control related to learning tasks. Also, the ability of SRL is used to foster learning initiatives through their thinking and feelings in learning strategies and behaviour (Zimmerman, 2002). SRL is the concept of students being able to organize themselves in the learning process according to themselves.

In this condition, we can conclude that SRL can have an impact on student learning outcomes. Students who can empower SRL strategies will produce the best achievement and learning outcomes than students who can't use them (Mayer et al., 2000). SRL affects the

learning achievement of students (Latipah, 2015). SRL is based on achievement and learning outcomes (Kosnin, 2007). SRL strategy can affect the learning outcomes of mathematics lessons (Mousoulides & Philippou, 2005).

SRL is a conscious effort in learning that aims to self-regulate learning for success in learning on oneself. This can be realized by self-regulation for learning success; growing on themselves makes them achieve the desired goals (Santrock, 2002). SRL in students needs the participation of counsellors as guidance and counselling teachers to help students' self-development. Self-regulation is the ability to organize yourself in a study schedule, plan activity, divide study time and face tests that aim to gain school achievement. This study describes SRL Muhammadiyah students because Muhammadiyah education approaches a progressive education theory about the development of continuous life experience reconstruction for the advancement of social life (Ali, 2016).

## METHODS

This research is a quantitative descriptive study. This study's population were SMP Muhammadiyah throughout Bantul Regency, which consisted of 16 schools with a sample of N = 300. SRL pays attention to the learning arrangement process, including (1) understanding school lessons and (2) taking a learning attitude. SRL measurement with SRL scale. Data analysis used statistics through percentage and standard deviation.

## RESULTS AND DISCUSSION

The findings show that the SRL level of students in SMP Muhammadiyah throughout the Bantul district shows high criteria with an average of 148.61. But even though it has high criteria overall, one school has low criteria because it has less relevant access, human resources, and location to support education.

Other results show that 20% of students are in the very high category, 59.7% are in the high category, 19.3% are in a low category, and 1% are deficient. These results are the average of the generalizations of all junior high schools in Bantul Regency. The facts show that of all research subjects, namely 12 Muhammadiyah schools, SMP Muhammadiyah Jetis has low criteria than 11 other SMP, with an interval of 129 is shown in Figure 1.

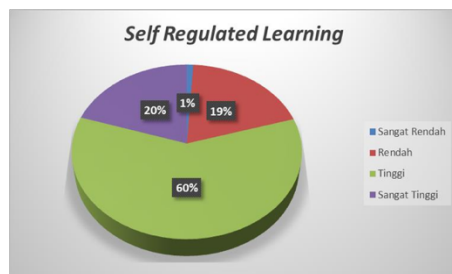


Figure 1. SRL Level for Muhammadiyah Students

The level of knowledge in learning for students at SMP Muhammadiyah shows high criteria with an average of 78.9. The facts show that of all research subjects, namely 12 schools, SMP Muhammadiyah Jetis has low criteria than 11 other schools. With intervals of 68.01 is shown in Figure 2.

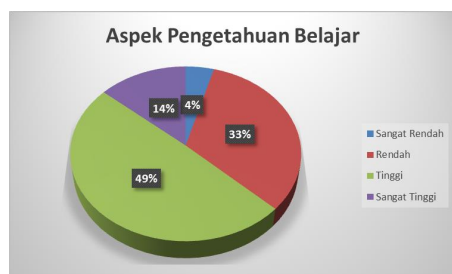


Figure 2. Knowledge Levels in Muhammadiyah Students' Lessons

The level of understanding of students' lessons in SMP Muhammadiyah throughout the Bantul district shows high criteria with an average of 36.49. These results are the average of the generalizations of all Muhammadiyah schools. The facts show that of all research subjects, 12 Muhammadiyah schools, Muhammadiyah Jetis Middle Schools and Muhammadiyah

Banguntapan Junior High Schools have low criteria compared to 10 other SMP with intervals of 30.03 and 34.

The analysis of the lessons on students at SMP Muhammadiyah in Bantul district shows high criteria with an average of 21.79. These results are the average of the generalizations of all junior high schools in Bantul Regency. The facts show that of all research subjects, namely 12 Muhammadiyah schools, SMP Muhammadiyah Jetis has low criteria than 11 other SMP, with an interval of 19.77.

The level of knowledge application to students at Muhammadiyah School shows high criteria with an average of 20.62. These results are the average of the generalizations of all junior high schools in Bantul Regency. The facts show that of all research subjects, 12 Muhammadiyah schools have high criteria.

The level of attitude in learning for students at Muhammadiyah Junior High Schools in Bantul Regency shows high criteria with an average of 69.71. These results are the average of the generalizations of all Muhammadiyah schools. The facts show that of all research subjects, there are 12 Muhammadiyah schools. SMP Muhammadiyah Jetis has low criteria compared to 11 other schools, with an interval of 60.9 is shown in Figure 3.



Figure 3. Level of Learning Attitudes of Muhammadiyah Students

The level of learning planning for students at SMP Muhammadiyah throughout the Bantul district shows high criteria with an average of 22.54. The facts show that of all research subjects, namely 12 Muhammadiyah schools, SMP Muhammadiyah Jetis has low criteria than 11 other SMP, with an interval of 20.03.

Setting the learning schedule for students at Muhammadiyah Schools shows high criteria with an average of 23.36. The facts show that of all research subjects, namely 12 Muhammadiyah schools, SMP Muhammadiyah Jetis has low criteria than 11 other SMP, with an interval of 20.06.

The level of control learning in students at SMP Muhammadiyah in the Bantul district shows high criteria with an average of 23.80. Other results show that 35.3% of students are in the very high category, 48.7% are in the high category, 15.3% are in a low category, and 0.7% are deficient. These results are the average of the generalizations of all junior high schools in Bantul Regency. The facts show that of all research subjects, 12 Muhammadiyah schools have high criteria.

SRL is a crucial aspect today. The complexity of the problem of learning motivation motivated by changes in the educational process causes students to experience failure, resulting in frustration and incomplete tasks that they should do on their own (Yulanda, 2017). Failure in learning changes the mindset of students in learning activities at school and home. The impact is students' self-development in the learning process and activities at school and outside of school.

Thus, students with good learning outcomes have good SRL skills when learning because they can achieve their goals. Conversely, students with low learning achievement also have low SRL ability. Zimmerman & Martinez-Pons (1990) argued that students with low learning outcomes were generally not motivated to organize themselves in learning as an SRL ability. SRL is useful so that students continue to learn independently so that they are ready to become learners who have self-regulation skills (Woolfolk Hoy, 2000).

The research results that have been reported above are exceeded by the findings of previous studies that have been carried out in connection with learning outcomes through SRL ability and intelligence of students in learning (Winarso & Supriady, 2016). The research results can be concluded from the positive impact between SRL learning achievement of 0.819 or

81.9%. The positive impact between SRL ability and students' emotional intelligence was 0.742 or 74.2%. This shows that SRL can provide understanding to students.

SRL as a strategy to increase learning achievement (Latipah, 2015). Increased achievement of learning Keenan can organize itself in learning patterns. The impact is self-knowledge and self-ability in the process of independent learning. The research result is developing high learning outcomes and achievements through SRL skills that need to be considered by school counsellors and students.

identified the relationship between SRL ability and student learning achievement. The results showed the relationship between SRL ability with learning achievement and student learning outcomes. The positive correlation between SRL is low, so the learning achievement of students also decreases. In fact, if the SRL is high, then the learning outcomes are also high. Santika & Sawitri (2016) research related to SRL that the higher the SRL, the lower the students' academic procrastination. SRL gave a negative contribution of 67% to academic procrastination. Thus it is also said that SRL influences the enthusiasm for learning.

Cobb (2003) study investigated the relationship between SRL and academic performance. The results of the study provide facts about SRL ability related to student academic performance. Academic performance has an impact on learning achievement. If the academic performance is high, then academic achievement tends to be high. Conversely, if the academic performance is low, then academic achievement tends to low.

Research by Kosnin (2007) investigated the relationship between SRL and academics. The results showed that SRL was a significant predictor of the academic achievement of Malaysian students. This research shows that SRL is a crucial dimension or aspect to determine Malaysian students' academic achievement. This study shows that its dimensions or aspects are essential for Malaysian students' academic achievement.

The research of İnan (2013) provides that the relationship between SRL is very positive and significant between the three dimensions of SRL (namely, motivation and action for learning, planning and goal setting, learning strategies and assessments) participants' Cumulative Achievement Index scores. The qualitative analysis revealed that they had a high degree of high scores as perceived by successful participants for two reasons for success. On the other hand, students who failed stated that they did not like their field, and they had a poor level of liking. This study adds to the literature showing the relationship between SRL strategy and student academic achievement at Turkey's university level.

SRL was introduced by an expert, namely Bandura A Bandura A, (1997) , that humans result from a causal structure that is interdependent from the aspects of personal, behaviour, and environment Bandura. So can say that these aspects affect SRL. SRL creates cause-and-effect and affects the learning environment of students and changes in the learning process of students.

SRL is a combination of learning and self-control, which affects students to achieve and be motivated. It makes them have the ability and will; students with good SRL skills will elaborate their abilities and wills into a learning strategy. The school counsellor's role is through classical guidance services to improve SRL skills through training to divide time and self-regulation into learning strategies to achieve each student's learning goals (Yulianti, P., Sano, A., & Ildil, 2016).

### CONCLUSION

The SRL identification results for Muhammadiyah School students had high criteria, but only SMP Muhammadiyah Jetis had low criteria. Learning knowledge has high average criteria, with indicators of understanding, analysis, and application. It also has a high average with indicators of understanding students' knowledge at SMP Muhammadiyah Banguntapan and SMP Muhammadiyah Jetis

having low criteria. The next finding that the analysis of knowledge on students of SMP Muhammadiyah Jetis has low criteria. Human resources influence students' unequal learning attitude as role models, parenting styles, and information that comes to students about the subject matter.

### ACKNOWLEDGMENT

Thank you to all school principals and counsellors at SMP Muhammadiyah Yogyakarta for data collection. I can complete this research because of the collaboration with various agencies to develop students' learning quality.

### REFERENCE

- Alhadi, S., Nanda, W., Saputra, E., Supriyanto, A., & Costa, A. Da. (2019). *Self-Regulated Learning: Is it Different between Men and Women Students ? 2*.
- Ali, M. (2016). Membedah Tujuan Pendidikan Muhammadiyah. *Profetika: Jurnal Studi Islam*, 17(01), 43.
- Azmi, S. (2016). Self Regulated Learning Salah Satu Modal Kesuksesan Belajar dan Mengajar. *Jurnal Pedagogi dan Pembelajaran*, 19–20. <http://mpsi.umm.ac.id/files/file/400-406> Shofiyatul Azmi.pdf
- Bandura A. (1997). *Self-Efficacy: The Exercise of Control*. New Yory, NY: W. H. Freeman.
- Cobb, R. (2003). *The relationship between self-regulated learning behaviors and academic performance in web-based courses The Relationship Between Self-Regulated Learning and Academic Performance in Web-Based Courses*.
- İnan, B. (2013). Educational Research and Reviews The relationship between self-regulated learning strategies and academic achievement in a Turkish EFL setting. *academicjournals.org*, 8(17), 1544–1550.
- Jannah, P. (2015). *Hubungan Self-Regulated Learning dengan Prestasi Belajar Siswa Kelas XI Di SMK Informatika Bandung*.
- Kosnin, A. M. (2007). Self-regulated learning and academic achievement in Malaysian

- undergraduates. *International Education Journal*, 8(1), 221–228. <http://iej.com.au>
- Latipah, E. (2015). Strategi Self Regulated Learning dan Prestasi Belajar: Kajian Meta Analisis. *Jurnal Psikologi*, 37(1), 110 – 129–129. <https://doi.org/10.22146/jpsi.7696>
- Mayer, J., Salovey, P., & Caruso, D. (2000). *Emotional intelligence as zeitgeist, as personality, and as a mental ability*.
- Mousoulides, N., & Philippou, G. (2005). Students' motivational beliefs, self-regulation strategies and mathematics achievement. In *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, 3, 321–328.
- Santika, W. S., & Sawitri, D. R. (2016). SELF-REGULATED LEARNING DAN PROKRASTINASI AKADEMIK PADA SISWA KELAS XI SMA NEGERI 2 PURWOKERTO. In *Jurnal EMPATI* (Vol. 5, Nomor 1).
- Santrock, J. W. 2008. P. P. E. pertama. (2002). *Psikologi Pendidikan ( Edisi Revisi)*. <https://difarepositories.uin-suka.ac.id/35/2/Psikologi Pendidikan Edisi 2.htm>
- Winarso, W., & Supriady, D. (2016). Menilai Prestasi Belajar melalui Penguatan Self Regulated Learning dan Kecerdasan Emosional Siswa pada Pembelajaran Matematika. *Jurnal Didaktik Matematika*, 3(2), 54–66.
- Woolfolk Hoy, A. (2000). Educational psychology in teacher education. *Educational Psychologist*, 35(4), 257–270.
- Yulanda, N. (2017). PENTINGNYA SELF REGULATED LEARNING BAGI PESERTA DIDIK DALAM PENGGUNAAN GADGET. *Research and Development Journal Of Education*, 3(2).
- Yulianti, P., Sano, A., & Ildil, I. . S. R. L. S. D. dari H. B. (2016). Self Regulated Learning Siswa Dilihat dari Hasil Belajar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. In *Theory into Practice* (Vol. 41, Nomor 2, hal. 64–70). Ohio State University Press.
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student Differences in Self-Regulated Learning: Relating Grade, Sex, and Giftedness to Self-Efficacy and Strategy Use. In *Journal of Educational Psychology* (Vol. 82, Nomor 1).