Description of Self-regulated Learning Phase on Students of Japanese Literature Department in Private University in Jakarta

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Abstract : The research explored the description of self-regulated learning phase in students of Japanese literature department in private university Jakarta. Self-regulated learning is the process of individual activity in setting learning goals, managing and controlling their own cognition. The research used quantitative method with descriptive research design and followed by 110 respondents from Private University in Jakarta. The Self-Regulated Learning phase was measured using the Self-Regulated Learning Questionnaire phase by Sulaeman, Wulandari, and Peranginangin (2017). The results are based on descriptive analysis, showing that the Self-Regulated Learning Phase is high in forethought phase and performance phase, but the self-reflection phase is low. In conclusion, the phase of self-regulated learning in Japanese Literature students of Private University in Jakarta is not yet optimal.

1 INTRODUCTION

1.1 Background

Students have positions as academics in universities where they will always be faced with academic and non-academic assignments. Academic matters as a student are inseparable from the assignments given by each lecturer in each course, even in one semester, the number of assignments reached ten to fifteen tasks that must be completed properly and on time (Rumiani, 2006).

In addition to getting quite a lot of assignments, a student has an uncertain or random lecture schedule so as to provide opportunities for students to study independently. However, some students use their time by doing things that do not support lectures such as playing gadgets, playing games, or other activities that are less useful. According to (Allgood, Risko, Alvarez, & Fairbanks, 2000), most students who pursue tertiary education are not ready to face challenges in the university system. Students lack control over their learning activities so that it can cause failures for students to obtain optimal academic performance, such as getting a low Grade Point Average (GPA).

Then based on the results of an interview with a counselor who handles Japanese Literature majors students in Private Universities in Jakarta, he said that previously Japanese Literature majors included majors that had quite a low number of underachievement students. The thing that underlies Japanese Literature students having low academic achievement is because Japanese Literature students think that when they choose a major in literature, the only thing that should be learned is language, but in reality, when they choose a department of literature not only learn about language, but there are still many which must be studied include politics, culture and others.

One Japanese Literature lecturer at the Private University in Jakarta in an interview with researchers said that the Japanese Literature Department had peer learning techniques as a way to overcome existing obstacles and to reduce the number of students with low academic achievement. Students are divided into several study groups, it is hoped that fellow students will help each other during the learning process and so will the lecturers who will be ready to help explain things that are not understood by each student. Another learning method used in Japanese Literature is flip class. Flip class is a learning technique where students will first study at home before entering class. Students learn such as watching video tutorials, reading certain books whose sources have been given by lecturers in class and students will conduct discussions and discuss the assignments given.

Based on the results of interviews with Japanese Literature students said that the lecturer prefers to give assignments by giving videos about Japanese culture to be studied before class and to conduct discussions during class with the related lecturer. Students also said that they had confidence that students were able to take classes in class. The result of applying this method is the reduction of underachievement students in Japanese Literature students. Based on data obtained by researchers from private university counselors in Jakarta that during the last 3 periods Japanese Literature was successful in maintaining the title of the department within the Humanities faculty with the students with the least achievements. Based on this, the counselor said that this indicates that students majoring in Japanese Literature have the ability to control themselves in the learning process such as having an appropriate strategy in memorizing kanji and understanding grammar that has been learned. This ability is also called Self-Regulated Learning.

Self-Regulated Learning is a process of individual activities in setting learning goals, directing, supervising and controlling and controlling their own cognition (Zimmerman, 2002). There are various studies that show that self-regulated learning (SRL) has an important role in improving student learning performance. Based on the results of the study showed that students who apply self-regulated optimally, the students have the ability to control behavior well, reduce maladaptive behavior and can control the ego they have and have a good academic achievement (Dewall, Bauminster, Stillman, and Galliot in (Alfiana A, 2013)). There are empirical facts that show that there is a high ability of a student but cannot achieve optimal academic achievement due to failure in self-regulated learning (SRL). There is research that proves that self-regulated learning (SRL) can be used to increase the motivation of economically disadvantaged individuals and cause that motivation to increase academic performance (Howse, Lange, Farran, & Boyles, 2003).

Self-regulated learning has three phases namely the process that occurs before learning begins or the planning phase (forethought phase), the process that occurs when the learning activity occurs or the implementation phase (performance phase), and the process that occurs after the learning activity or self-reflection phase (self -reflection phase) (Zimmerman, 2002). Self-regulated learning (SRL) is proven to increase motivation owned by individuals who are less fortunate in economic terms so that individual academic achievement will increase with motivation owned (Howse et al., 2003). Based on the results of

research and interviews that have been conducted, the researchers indicated that there are self-regulated learning factors that play a role in determining the success of Japanese Literature students at Private Universities in Jakarta and researchers are interested in knowing the "Picture of Self-Regulated Learning Phase in Japanese Department of Literature Students Private in Jakarta ".

1.2 Problem Formulation

Based on the phenomenon and also the literature that has been reviewed, the researcher formulated one research question, which is How is the description of the Self-Regulated Learning Phase in Japanese Literature students at Private Universities in Jakarta?

1.3 Research Purpose

The purpose of this study is to obtain answers to the problems that have been described, namely: To get a picture of the Self-Regulated Learning Phase in Japanese Literature students at Private Universities in Jakarta.

2 RESEARCH METHODS

2.1 Sampling Technique

This study uses a non-probability sampling method. Sampling is the process of selecting individuals to participate in research studies (Gravetter & Forzano, 2012). In this non-probability sampling when the entire population is unknown or not identified with certainty by researchers (Gravetter & Forzano, 2012). A population is a group of individuals who have certain characteristics in a study (Gravetter & Wallnau, 2013), where the study population is all students of Private University in Jakarta Strata Japanese Literature majors who are active in the even semester 2017/2018 and in the age range 18 up to 25 years. The method that researchers use is accidental / convenience sampling is a data collection technique using participants that is easily available (Gravetter & Forzano, 2012).

2.2 Research Design

The approach used in this study is a quantitative approach, more specifically descriptive research. Quantitative research is research that tests variables to obtain data in the form of numbers so that they can

be analyzed and interpreted using statistical procedures (Gravetter & Forzano, 2016). While descriptive research is research that aims to describe one variable or to get a separate description for each variable when several variables are involved. Descriptive research usually involves the measurement of variables or a set of variables because these variables exist naturally. Descriptive research is not related to the relationship between variables but describes one variable (Gravetter & Forzano, 2018). This descriptive research design is used to simplify and summarize data, techniques that take raw scores, organize, and summarize them in a form that is more manageable (Gravetter & Wallnau, 2013). The purpose of descriptive research according to (Gravetter & Forzano, 2012) is to provide a broad picture of a single variable. This research was conducted with the aim of producing a picture of a single variable, namely self-regulated learning in tertiary institutions.

2.3 Self Regulated Learning Measurement Tool

The self-regulated learning variable in this study uses the Self-Regulated Learning Questionnaire measuring instrument developed by (Sulaeman, Wulandari, & Perangiangin, 2017). This measuring instrument is based on three phases from Zimmerman and researchers adapted the Self-Regulated Learning Questionnaire to describe the 3 phases of self-regulated learning. The preparation of the questionnaire was based on 3 phases of self-regulated learning, namely (1) Forethought (2) Performance (3) Self-Evaluation. This self-regulated learning questionnaire has 42 items in the form of a statement. This measuring instrument uses a Likert scale range, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) on each item. The score for each response given by the participant is from 1 score for Strongly Disagree (STS) to 4 scores for Strongly Agree (SS).

2.4 Validity and Reliability of Measuring Instruments

Validity. According to (Gravetter & Forzano, 2012), validity is a measurement of the degree to which the measurement process measures the variables to be measured. This research measuring instrument is a self-regulated learning questionnaire. In this study, researchers used the Corrected Item-Total Correlation value according to Mayers, Gamst, and Guarino (2013), which is _.25 which means good validity. Items with Corrected Item-Total Correlation between 0.00 - 0.01 can be indicated that the relationship is not affected in the construction of the test equipment unless the contents of the item represent an important part of the measurement. Based on that, items that have a value of 0.00 - 0.01 can be written off or revised. Negative Corrected Item-Total Correlation indicates that the item is oriented in a different direction. Items like this can be repaired by revising items or deleting items (Meyers, Gamst, & Guarino, 2013).

The researcher conducts a pilot study to test the feasibility of this measuring instrument by distributing a questionnaire to measuring instruments to students who have similar characteristics to the study participants and these students will not be sampled or participants from later research. The number of participants from the pilot study was 33 students. Based on the results of the calculation of validity, there are 33 items that have good validity. Then as many as 9 items are said to have less good or low validity, namely items 2, 10, 11, 12, 16, 19, 20, 30, and 40. This can be seen in the table that shows the valid values for these 9 items below 0, 25 After the researcher had a discussion with the supervisor, it was decided to delete the nine items. So that the valid items of the measuring instrument that researchers use to conduct research are 33 items. After testing the validity, there is a change in the blueprint self-regulated learning questionnaire, which is as follows:

Table 1. Blueprint Self-Regulated Learning Questionnaire After Validity Test

Dimension	Indicator	Item Number		Total Item
		Favorable	Unfavorable	
Forethought	Task Analyze	1,2,6,8,9,10,11	7	8
	Self-efficacy	3,4,5,13	12	5
Performance	Self-control	14,15,16,18,19,20,21,23,24,25,27		11
	Self-observation	17,22,26		3
Self-Reflection	Self evaluation	28,29,33		3
	Self-aspect	30,31,32		3
Total				33

Reliability. The measuring instrument in this study was a self-regulated learning questionnaire, using IBM SPSS Statistics researchers conducted a reliability test on a self-regulated learning questionnaire measuring instrument using Cronbach Alpha for analysis, a reliability result of 0.893 was obtained before eliminating invalid items. Then after eliminating invalid items, the reliability of the self-regulated learning questionnaire measuring instrument increased to 0.928.

2.5 Research Procedure

Research Preparation. The first thing that researchers prepare to conduct this research is to look at the right phenomena to be studied and made writing for the background of the pouring of these phenomena. After researchers find the right phenomenon, researchers write and study the literature in accordance with the phenomenon under study along with the definitions of each literature by collecting data sources from books, journals, theses, theses, e-books, and information from newspapers and news articles. from online media. Then the measurement instruments or measuring instruments used in this study are sourced from the literature and aspects that exist in the theory of self-regulated learning variables. Self-regulated learning phase variable using a self-regulated learning questionnaire developed by (Sulaeman et al., 2017).

Research Implementation. Data collection for the pilot test was carried out from March 14 to June 6, 2018. Researchers collected research data in a way, first the researcher made an informed consent as the participant's consent to participate in the study. Next, the researcher made a google form that contained this research questionnaire so that it could be distributed online, then the researchers gave a google form link to students majoring in Japanese Literature. Furthermore, the researchers processed the data processing from June 7 to July 1, 2018. Researchers also prepared rewards for participants who filled out the research questionnaire. After all the preparations for this research have been carried out, the researchers then distributed the questionnaire to the study participants according to the criteria.

Data Processing Techniques. Initially, the researchers conducted data processing by collecting data obtained from distributing questionnaires containing measuring instruments under study. After distributing the questionnaire and the responses obtained from the measuring instrument variable

phase of self-regulated learning. The response of the answers obtained will be scoring that is changing the response into a form of numbers, so the response of the answers obtained will be calculated using the SPSS (Statistical Package for the Social Science) software. SPSS (Statistical Package for Social Science) is used to calculate validity, reliability and descriptive. In this study, researchers used Microsoft Excel 2013 software in data management and SPSS (Statistical Package for Social Science) to carry out various statistical tests that are relevant to the design and research objectives. Microsoft Excel 2013 is more used in working on the participants' general overview, such as the sort & filter function, which is very helpful in counting the number of participants in a particular category, for example, if sorted by age, or by semester.

3 RESULTS AND DISCUSSION

3.1 Overview of the Self-regulated Learning Phase

Self-regulated Learning Questionnaire Measuring Norms. Based on the Self-Regulated Learning Questionnaire measuring tool developed by (Sulaeman et al., 2017) the total score is obtained from the mean of each added phase, then the sum of the means of the three phases is divided by three. The formula for finding the total score of the three phases is as follows:

$$\frac{Meanfase1 + Meanfase2 + Meanfase3}{3}$$

Table 2. Self-Regulated Learning Questionnaire Measuring Norms

Score	Category
≤ 31	Low
>31	High

From the results of statistical calculations, the mean value of the three phases is 31. This mean calculation is used to norm the self-regulated learning phase. Based on calculations, the results obtained for the phase that has a total value of less than or equal to 31 means that it has a low self-regulated learning phase. Meanwhile, for phases that have a value of more than 31, it means having a high self-regulated learning phase.

3.2 Overview of Application of the Self-Regulated Learning Phase

Table 3. Overview of the Self-Regulated Learning Phase

Stages of Self-Regulated Learning	Mean score per stage	Total Score	Category
1.Forethought	36	31	High
2.Performance	42	31	High
3.Self-reflection	16	31	Low

Each phase of self-regulated learning can be categorized into high or low based on the average of the three phases and the results obtained as in the table are 31. This means that if the mean of each phase is greater than 31 then the phase is included in the high category and if the mean phase smaller than 31 then the phase is in a low category. Based on the above table, it can be seen that the description of the application of Self-Regulated Learning consists of 3 phases, namely (1). Forethought (2). Performance (3). Self-Reflection shows that the application in the first stage is forethought and the second phase is high performance. Meanwhile, the application in the third stage, Self-Reflection, is relatively low.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on research conducted by researchers and through data processing, several conclusions can be drawn from this study, namely: students in this study were 110 participants who were students of Japanese Literature at Private Universities in Jakarta. First, students have an application in the first phase which is a high forethought phase with an average score of 37. Second, students have an application in the second phase which is a high-performance phase with an average score of 42. Third, students have an application in the third phase namely a low self-reflection phase with an average score of 16. Students with better cumulative achievement index scores have a more optimal application of 3 phase self-regulated learning.

4.2 Discussion

The results of research on the description of the self-regulated learning phase show that the application in the first phase is forethought and the second phase is

high performance. These results indicate that Japanese Literature students at the Private University in Jakarta already have specific plans and goals that are believed to increase academic success, can set short-term goals that lead to the achievement of long-term goals, make strategies in working on assignments or when facing obstacles, and students already have confidence in their own learning abilities (self-efficacy) so that when implementing into the second phase of student performance will get more optimal results (Zimmerman, 2002). This was also recognized by students from the results of interviews conducted by researchers. Students acknowledge that they have confidence in their own learning abilities so that they can attend lectures well.

The performance phase shows that students have been able to apply the strategies that have been determined in the forethought phase. Students have described learning material in their minds, students can guide themselves to do something in achieving academic goals, and students can observe themselves and know when students will learn well and when not learning well (Zimmerman, 2002). This is consistent with the results of researchers' interviews with private university counselors in Jakarta where Japanese Literature students are majors with students who have the least low academic achievement, where students have the ability to control themselves in the learning process as students have appropriate strategies in memorizing kanji letters where students make small notes about kanji and understand grammar that has been learned.

Meanwhile, the application in the third phase, namely Self-Reflection, is relatively low. Although Japanese Literature students are among the majors with the least low academic achievement, Japanese Literature students have a low self-reflection phase which means students lack evaluation of their achievements. Students tend to compare their processes with other people's processes and do not have a sense of satisfaction with themselves so that their motivation decreases and students lack good self-evaluation (Zimmerman, 2002). The majority of participants in this study were Japanese Literature students in the second semester where the students had not done a good self-evaluation so that the third phase of this study was low self-reflection.

4.3 Suggestions

Theoretical Suggestions
1. Future studies should get participants with a balanced frequency in the control data,

especially participant demographic data in order to better represent this research.

2. For further research, it is hoped to find more other references related to research.

3. For further researchers, it is hoped that other variables related to research participants will be examined, not only the self-regulated learning phase of Japanese Literature students but also other variables can be investigated

Practical Suggestions

1. It is recommended that students majoring in Japanese Literature be able to have a good self-evaluation of their results. One of them can do socialization during Academic Orientation about the importance of the phase of self-regulated learning and self-reflection after each semester's study. This is needed to improve the quality of the implementation of Self-Regulated Learning in the third phase, which is proven through this research is still relatively low.

2. It is recommended that the Student Advisory Center (SAC) be able to provide a psychoeducation program on the importance of students knowing the phase of self-regulated learning and so that students can implement the three phases of self-regulated learning optimally so that students have good study success.

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