Self Regulated Learning for Higher Student

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ABSTRACT

This article is a review article to describe self-regulated for higher student. For a last decade self-regulated learning is an important topic in education. Some studies show that self-regulated learning has a positive relationship with student learning outcomes. Students with higher self-regulated abilities have better learning outcomes. Higher students have entered early adulthood. Higher student collect their knowledge with andragogy assumptions, they bring experience to the educational environment. But most students have not used the andragogy mindset effectively. In this phase, students must be learning independently which indicated by good self-regulation skills. Self-regulation skills can increase self-confidence and motivation so students tend to be more successful academically. Students with the self-regulation skill has a high fullness mindset, they regard learning's as challenging activities that will promote completion in understanding and skills for them. Self-regulated learning is one method that can be applied in traditional and online learning. Online learning allows students to choose learning strategies to work on depending on their interests. Flexible online learning is intended to suit two SRL process principles, namely selection, and control. To create professional graduates, it is important to make learning activities to encourage their skills, intelligence, and self-regulated ability. Self-regulated skills are importance to extend lifelong learning skill. Different SRL's ability of students' requires the responsibility of universities or teachers to facilitate the development of SRL's skills. Exercises to improve SRL's skill can be applied in a series of student assignments.

Keyword: *higher education, self-regulated learning*

1. INTRODUCTION

The learning process in higher education requires students to be independent in learning, while the lecturer acts as a facilitator. Students psychologically have entered an early adult period, in this phase, students have usually had learning independence. According to Knowles, (in Blondy, 2007) there are five assumptions of andragogy (learning for adults), specifically that adults are independent learners, adult students bring experience to the educational environment, adults enter an educational environment that is ready to learn, adults focus on problems, and most adults are motivated by internal factors. Most students have not used the Andragogy mindset effectively. Various opportunities for self-development such as scientific innovation competitions are widely available in universities, but this will not be utilized by students if they do not have self-development motivation. This is compatible with (Darmiany, 2016) that most higher students still show and apply learning behaviors like when they are in high school.

At higher education, students are expected to have the capability and personal responsibility for their learning by self-regulation (Sucipto, 2017). Self-regulation can increase self-satisfaction and motivation so that they tend to be more academically successful (Peng, 2012). This is because students will aware of their strengths and weaknesses, he will be active in the effort to learn by doing monitors on the learning behavior and set a goal of learning to improve the effectiveness of the learning process. Self-regulated learning (SRL) refers to the process of self-direction and confidence that allows students to change their mental abilities, such as verbal ability to become academic performance skills (Zimmerman, 2008). According to Alotaibi, Tohmaz dan Jabak (2017),

different from the traditional learning process, SRL focuses on how the student engaged, modify and maintain their exercises based on a series of methods associated with themselves. SRL has an important influence on academic achievement. Educators and universities need to consider to make a learning system and environment that can increase the perception of SRL's components, especially in goal-setting and planning. SRL is very important in the form of unconventional learning, such as discovery learning.

2. METHODOLOGY

This article is a review article. The method in writing this article is carried out by analyzing 12 main articles that discuss SRL and how to train SRL to students in college. The main article is discussed supported by other articles related. The supporting articles used are 5 articles.

3. RESULT AND DISCUSSION

Successful university students are usually described as independent students. Students who have SR abilities can lead their learning through a series of cognitive, metacognitive, motivational and supportive strategies that enable them to build their knowledge. They can organize and control the entire learning process intentionally - they know their skills, the knowledge they have, what actions must be taken to learn, monitor their learning behavior, match their behavior and activities to reach demands, be motivated to learn and able to regulate their motivation (Núñez *et al.*, 2011). In the concept of self-regulation there are three components, namely: (1) self-regulated learning includes metacognitive strategy to plan, monitor, and modify their knowledge referring to experience and thought process control ; (2) management of students through academic assignments ; (3) the actual cognitive strategy utilized by students to learn the concrete material. Theoretically, SRL skills must perform an important role in common learning where students actively participate in the learning process (Peng, 2012).

Self-regulated importance to extend lifelong learning skills. Students with high SRL scores have a fullness mindset, they consider learning as a challenging activity that will encourage completion in knowledge and their skill (Littlejohn *et al.*, 2016). SRL has a positive relationship with academic achievement and a metacognitive strategy (Virtanen, Nevgi dan Niemi, 2015). This is because students with higher SRL skills are more adaptive so they show higher achievement (Dörrenbächer dan Perels, 2016). Those who develop competencies for self-regulation will be more likely to exceed targets and adapt to new challenges. Most individuals have and apply SRL in learning and/or daily activities. Nevertheless, they do not significantly implement SRL effectively.

Virtanen dkk., (2015) identified three groups of students with different SRL abilities. students who have high SRL abilities are characterized by high intrinsic motivation and low-performance anxiety. These students can manage their performance effectively and actively use SRL strategies. A second group, which is a group that has high anxiety, low use of management strategies and SRL strategies. The third group can be described as students who have high goals besides low SRL, in the sense, they do not have a wide learning strategy. The students entered the study with high hopes of success, but they had doubts about their abilities and they did not have the SRL skills needed to study efficiently at the university level. In particular, they score low in critical thinking, which can be interpreted as the disability to apply earlier knowledge to new situations.

SRL for the metacognitive point of view is the ability to make decisions that govern the selection and use of various forms of knowledge. They do this by planning, organizing, implementing, managing, and evaluating the entire process. Metacognitive assessment plays an important role in SRL to give information to students so that they can make decisions in their learning assignments (Goulão dan Menedez, 2015). Activities related to performance control have an important role in the process of self-regulation that leads to the process of monitoring learning by students. Control of this action allows them not only to detect the weaknesses of the learning process but also be aware of the effectiveness of the learning strategies that are being used.

The principle of adult learning that maintains the relevance and usefulness of the content, including active and reflective strategies and attached with previous knowledge must be supposed to create meaningful learning. Besides, the principles of instructional design for the planning, preparation, and presentation of lectures will shortly be made to become a useful learning experience (Palis dan Quiros, 2014). Developing SRL ability of students is not only very important to help them achieve success now, but also to ensure success in the future. The teacher can help students in the process of self-regulation so that the responsibility of the learning process can be transferred to students (Goulão dan Menedez, 2015). SRL ability training improves significantly students' academic achievement. Students will get good strategic achievements, if they are aware, responsible and understand effective learning strategies or have a strategy of SRL in learning (Yot-Domínguez dan Marcelo, 2017).

SRL is one method in traditional and online learning. When students use SRL strategies, they can manage their functions and take benefit of online learning. For students who may lack strong SRL skills, external support provided by the Internet should be able to support and enhance their SRL ability. When students learn independently via the Internet, they can obtain whatever information and resources they need (Adam *et al.*, 2017). Online learning is effective to promote SRL, online learning allows students to choose learning strategies to work on depending on their interests. Flexible online learning is intended to suit two SRL process principles, namely selection, and control (Broadbent dan Poon, 2015).

Learning in higher education must ensure that teachers need to meet different commands according to their careers (Keller-Schneider, 2014). To grow professional students, it is important to create learning activities that correspond to their capacities and self-concept, demanding to perform these tasks (Yot-Domínguez dan Marcelo, 2017). a university teacher should support the SRL setting, allows students to discover the benefits of digital technology and encourage their fusion into the actual learning process. The SRL model forms an integrative and coherent framework in which students can be taught to be more strategic and successful. There are differential effects of the model SRL given the differences in students' community stage or level of education so that students and teachers need to start applying the differential effects of models and SRL's theories to improve their academic achievement and SRL skills (Panadero, 2017).

4. CONCLUSIONS

The positive correlation between SRL's ability and academic achievement has been investigated by researchers. At the college level, SRL has an important role in student learning success. Different SRL's ability of students' requires the responsibility of universities or teachers to facilitate the development of SRL's skills. Exercises to improve SRL's skill can be applied in a series of student assignments. Self-regulated skills importance to develop competences for lifelong learning.

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