

How Do Elementary School Students Use SRL?

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Abstract—One of the elementary school graduate competencies is the metacognitive skill. Meta cognitive skills have something to do with the extent to which one can identify his/her own strengths and weaknesses, which are associated with the so called *self-regulated learning* (SRL). This research aims to determine the factors of SRL among fifth-graders. This is ex post facto research employing a quantitative approach. It used questionnaires as the research instrument, the result of which was then analyzed using the confirmatory factor analysis (CFA). Findings of the research suggest that motivation, self-efficacy, and goal orientation are factors that affect SRL.

Keywords—*self-regulated learning*

I. INTRODUCTION

Primary education is one of the levels of education where one's abilities, including attitudes, knowledge, and skill are developed through a series of learning activities undertaken. The Regulation of the Minister of Education and Culture No. 20 of 2016 on the Competency Standards for Primary and Secondary Education Graduates [1] stipulates that among the competencies students have to acquire is the metacognitive ability, i.e. knowledge to identify the strengths and weaknesses they have. With this metacognitive ability, students are expected to manage their learning activities optimally.

Self-regulated learning (SRL) is associated with metacognition [2]. If viewed from the perspective of metacognition, students who use SRL are able to plan, organize, and measure their abilities during learning activities. Therefore, it is imperative to start adopting SRL since primary education, given the significance of SRL for everyone while performing his/her activities. SRL has a vital role because it works to develop lifelong learning skills [3]. SRL can be implemented since elementary school. The implementation of SRL can improve learning outcomes [4]. SRL is an important element of learning processes, both at the primary and secondary levels of education [5].

The problem encountered includes, when students are doing their assignment, they often ask the answers to the questions in the assignment which they think are difficult to their friends. In addition, learning activities are dominated by certain students only. In

terms of mastery of the learning materials, it seems that students tend to want to show up things that they master better than their friends do. In terms of learning objectives, students do not have specific targets to achieve within a certain period and have no good control over those learning objectives. Those findings are allegedly influenced by several factors such as motivation, self-efficacy, and goal of the students that have something to do with SRL.

One of the characteristics of students with SRL skills is that they can control motivation and willingness to defend themselves in the event of difficulties [6]. Realities show that students often ask their friends the answers to any questions they cannot solve, which suggests that they easily give up when facing difficulties. Another phenomenon that often happens is students' behavior where they prefer playing to studying. Thus, motivation is considered as a factor that allegedly affects students' SRL.

If compared with students who doubt their learning capabilities, those with high self-efficacy for acquiring a skill or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels [7]. The fact that students prefer performing easier tasks than the difficult ones indicates that their level of confidence in their ability to do the tasks is low. Therefore, self-efficacy is considered as a factor that allegedly affects students' SRL.

Goal orientations were originally defined as situated orientations for action in an achievement task [8]. In relation to learning objectives, the fact suggests that students do not have clear learning objectives they have to achieve within a particular period of time, which means that they do not have specific learning strategies. Thus, goal orientation is considered as a factor that allegedly affects students' SRL.

In addition to playing a role in education and in social life, SRL also has a positive relationship. SRL is the key to success in social life [9]. This is because as long as one uses his/her SRL skills, he/she will create a plan, set goals, and organize and evaluate them. Those processes will certainly make the person become more aware of using his/her learning strategy.

Therefore, SRL has a vital role in all aspects of human life.

The research aims to determine how significant the effect of SRL is in terms of motivation, self-efficacy, and goal orientation of fifth-graders in Bawang Sub-District, Banjarnegara and to determine the factors of SRL in terms of self-efficacy and goal orientation of fifth-graders all over Bawang Sub-District, Banjarnegara. This research was limited to students' SRL associated with motivation, self-efficacy, and goal orientation.

II. LITERATURE REVIEW

A. Self-Regulated Learning

SRL indicates how and why students prefer a strategy or response to the others [10]. Based on that view, SRL involves active efforts from students to start and manage the strategies, and the efforts they choose. The use of SRL leads to an action to acquire information and skills that involve the ways one views goals. Students with SRL skills will use strategies that enable them to achieve their goals based on how effective their learning is. Students implementing SRL will be more successful than those who do not [11]. This is because students who apply SRL can assess the efforts they make, try to gather information about things they learn, and evaluate the strategy.

SRL is vital in all students' learning activities. Students with self-regulated learning skills tend to have better learning outcomes. When students have SRL skills, they will set high academic goals for themselves, learn more effectively, and excel in the class [12]. In addition, SRL provides students with a direction to do their learning activities consciously, through the process of analyzing the objective of planning and, finally, evaluating it. SRL is influenced by several factors, namely motivation, self-efficacy, and goal orientation [13].

B. Motivation

The word *motivation* is derived from the word *motive*, which means efforts that encourage someone to do something. Motives can be said as the driving force from within and within the subject to perform certain activities to achieve a goal [14]. In other words, motivation serves as a "motor" in one's self to perform an action.

Motivation is defined as an internal state that arouses us to act, pushes us in particular directions, and keeps us engaged in certain activities [15]. Based on that view, motivation is influenced from within the individuals themselves, which then provides energy, provides direction, maintains behavior, and keeps individuals running their activities. Its distinctive role in improving passion for learning makes motivation a powerful factor that provides individuals with encouragement. The implication of such a view on

education is that students have greater motivation to study.

The reason why motivation has a vital role in SRL is that it can maximize the outcome of SRL and make such an outcome last longer. In addition, motivation is necessary for implementing strategies that may affect the process. Students will be able to manage their learning time more efficiently if they have motivation to learn. This is because students will prioritize matters that contribute to the achievement of their objectives.

C. Self-efficacy

Self-efficacy is important for human life because it affects individuals in determining actions to achieve a goal, including possible problems they have to deal with. In learning activities, self-efficacy has a vital role [16]. Self-efficacy makes one believe that she/he can master a situation and produce positive outcomes. Besides, self-efficacy lets students to decide themselves whether to do learning activities or not.

Efficacious learners expect and usually receive positive outcomes for their actions [17]. In learning activities, self-efficacy affects selection of student activities. Students with good self-efficacy will do their learning activities enthusiastically. Conversely, if their level of self-efficacy is low, students tend to avoid doing such tasks.

Self-efficacy is classified into four aspects, namely 1) confidence despite uncertain conditions containing the elements of vagueness, unpredictability, and full of pressure, 2) confidence in the ability to steer motivation, cognitive abilities, and perform actions necessary to achieve a goal, 3) confidence in the ability to steer motivation, cognitive abilities, and perform actions necessary to achieve a goal, and 4) confidence in the ability to solve any problems that arise.

D. Goal Orientation

The use of goals has a tremendous impact on one's achievement in pursuit of his/her goal. Goals provide a description of the outcome to be achieved by individuals. Goal orientation has moved beyond its original focus on student achievement in the classroom, a number of methodological and conceptual ambiguities have developed [18].

There are four reasons why goals can help improving individuals' performance to maintain focus, put energy to the efforts made, increase persistence, and support development of new strategies [19]. For students, the existence of learning goals is the basis that can be used to develop potential. With goals, students will plan learning strategies based on the outcome they wish to achieve

Based on the foregoing, it can be concluded that goal orientation refers to patterns that encourage

individuals to try to behave in such a way that they manage to achieve something. Individuals who have a goal will show better performance compared to those who do not have any goals. With goal orientation, individuals will pay more attention to the efforts undertaken and support development of new strategies.

III. MATERIALS AND METHODOLOGY

This research was conducted on fifth-graders across Bawang Sub-district, Banjarnegara. This research was conducted from July to September 2017. The research subjects were all fifth-graders across the sub-district.

The research population was fifth-graders, whom later were divided into two categories, namely urban and rural areas. The data were collected using a scale, i.e. the Likert scale. The scale was used to measure SRL, including motivation, self-efficacy, and goal orientation. The following are the results of instrument reliability measured using the Cronbach's alpha formula.

TABLE I. CRONBACH'S ALPHA

Variable	Reliability	Interpretation
Motivation	0.801	High
Self-Efficacy	0.784	Sufficient
Goal Orientation	0.854	High

Based on the instrument reliability test, it is revealed that the research instrument was considered good. Therefore, the instrument that had been tested could be used as an instrument to collect data on the predetermined sample. The following figure illustrates the constructs of the research model.

IV. RESULT AND DISCUSSION

A. Result

Based on the statistical calculation, all variables are considered significant. Each variable has a value of $R^2 > 0.5$. R^2 is used to measure the magnitude of contribution of the variables (motivation, self-efficacy, and goal orientation) to SRL. The greater the value of R^2 is, the greater the contribution of an independent variable to a dependent variable is. The R^2 value of the motivation variable could explain by 70%, while the rest is explained by other factors. The R^2 value of the self-efficacy variable could explain by 84%, while the rest is explained by other factors. Lastly, The R^2 value of the goal orientation variable could explain by 100% without any effect of other factors. The biggest contribution is given by the goal orientation variable. Moreover, the t-value greater than 1.96 (> 1.96) indicates that motivation, self-efficacy, and goal orientation are constituents of SRL.

After obtaining data from a total of 322 students as the research sample, the next stage was analyzing

the data using the program Lisrel 8.7, and then examined the loading factor values. The value of the loading factor is used as a benchmark to indicate that a latent constant is the constant that explains or corroborates the indicator. The loading factor criterion used in this research is ≥ 0.40 , and if the t-value ≥ 1.96 , it shall be declared significant. In addition, reliability of each construct was also examined using construct reliability. The value used in the reliability test was ≥ 0.6 .

In this research, the Confirmation Factor Analysis was conducted in two stages. The following are the results of the reliability test.

TABLE II. RELIABILITY TEST FOR MOTIVATION

Variable	Loading Factor	T-value
M1	0.51	
M2	0.40	5.47
M3	0.63	7.21
M4	-0.32	-4.56
M5	0.41	5.55
M6	0.61	7.13
M7	0.07	1.06

TABLE III. RELIABILITY TEST FOR SELF-EFFICACY

Variable	Loading Factor	T-value
SE1	0.70	
SE2	-0.28	-4.41
SE3	0.47	7.13
SE4	0.62	8.95

TABLE IV. RELIABILITY TEST FOR GOAL ORIENTATION

Variable	Loading Factor	T-value
GO1	0.55	
GO2	0.22	3.33
GO3	0.73	8.53
GO4	0.04	0.57

Here are the results of Lisrel's output for the goodness of fit between the model and sample research data.

TABLE V. GOODNESS OF FIT

Goodness-of-Fit Criteria	Level of Compatibility	Estimation Result	Result Compatibility
Chi-square		105.56	Good
p-value	> 0.05	0.085	Good
RMSEA	< 0.08	0.026	Good

TABLE VI. SEM

$M = 0.88 * SRL$ (0.12)	Errorvar = 0.23 (0.100)	$R^2 = 0.77$
7.57	2.34	
$M = 0.92 * SRL$ (0.084)	Errorvar = 0.16 (0.097)	$R^2 = 0.84$

10.89	1.62	
M = 0.94*SRL	Errorvar = 0.12	R ² = 0.88
(0.11)	(0.11)	
8.84	1.02	

B. Discussion

SRL plays an important role in education as an effort to develop lifelong learning skills. Findings of the research are discussed in the following sections.

1. Motivation

Motivation is characterized as students' willingness to engage and try to complete their assignment. It is an important component of learning which students control themselves. In this research, there are 7 indicators of motivation. From these indicators, two indicators do not support the construct motivation. Explanation of each indicator of motivation is presented below.

1.1. Doing Tasks Diligently

Based on the research data, it is shown that fifth-graders all over Bawang Sub-District already show diligence in doing their assignments. This is evident from the finding that when they have not finished doing their assignments, students always try to do their assignments although it takes a long time. One of the characteristics of students with SRL skills is the ability to learn longer than those who do not have SRL skills [20].

Furthermore, self-regulated learners also feel enthusiastic with the learning activities themselves, not because of value or anything else. They can stand doing assignments that take time until they manage to do those tasks completely. Once students have effective learning strategies and diligence to do their whole tasks, it can be said that those students have good self-regulation.

1.2. Never Giving up Easily When Dealing with Problems

Based on the research data, it is shown that fifth-graders all over Bawang Sub-District already show the attitude indicating that they never give up easily when dealing with problems. This is evident from the finding that when they have not finished doing their assignments, students always try to do their assignments although it takes a long time. This, which is also consistent with one of the characteristics of students with SRL skills, is the ability to learn longer than those who do not have SRL skills [20].

If associated with SRL, students with skills to control themselves always try to complete their tasks despite difficulties. This, which is consistent with one of the characteristics of students with SRL skills, is the ability to take part and do their tasks completely.

1.3. Showing Interest in Various Problems

One of the things that affect one's motivation is an interest. If students show an interest, they certainly

will try harder and do not easily feel hopeless when things do not run well. Likewise, learning activities are deemed successful if students show an interest in such activities. If students are interested in the learning activities, they will feel challenged to solve problems. The greater the interest of the students towards the learning process is and if students do not only focus on the learning outcome, the greater their opportunity to improve their self-regulated learning skills is [9]. Based on findings of this research, this indicator is evident from the finding that when students are working on difficult questions, they do not hesitate to ask their friends to dig up information about things they study. In addition, students also feel challenged when their teacher give them questions about new materials. Thus, this can stimulate their interests in various problems.

1.4. Preferring to Work Independently

Theoretically, the indicator motivation can be identified when students enjoy working independently. However, in fact fifth-graders across Bawang Sub-district prefer to work in groups. This results from lack of understanding about the students themselves who get used to doing things collectively or in groups. This makes it difficult for students to recognize the abilities they have. They prefer having a discussion with their friends about particular learning materials. SRL is associated with metacognition, motivation, and active behavior [2]. If viewed from the aspect of motivation, self-regulated learners are more independent in learning because they have understood themselves well which in turn enables them to establish and develop behavior that support their learning process. Self-regulated learners do not need much help from others when learning, they will ask for help as the last resort. This problem of lack of self-understanding among students results in problems to develop metacognition skill and affects motivation among students. Therefore, the indicator of prefer to work independently remains absent among fifth-graders across Bawang Sub-district.

1.5. Getting Bored Easily with Routine Tasks

In the course of learning activities, there must be activities generated or changes in the behavior as a result of the training process. Such activities include discussion, experiment, or problem solving. These various activities are intended to train students' ability to master learning competencies. Students will be able to use self-regulation better, if they have the opportunity to do complex and meaningful tasks [9]. Complex tasks can be defined as many activities that students can do to support their learning. By considering the diversity of activities in learning, students will be more enthusiastic if there are various learning activities. Students who engage in similar learning activities will quickly get bored and have no other learning skills. Therefore, during the learning activities, teachers should strive to stimulate

motivation by providing various learning activities because students will be more excited when they do not have to follow the same routine repeatedly.

1.6. Able to Defend Their Opinions

Learning activities will look active if students take part. For example, in the question and answer session or discussion, students always actively express their views. However, students with learning motivation will defend their opinion once they feel sure about it. In addition, such a view will also be corroborated by logical reasons so as to convince others. In this case, according to the teachers, fifth-graders are brave enough to express an opinion and defend it, even though sometimes they do not use logical reasons to do so.

Students with SRL skills are characterized by active participation in metacognitive, motivational, and behavioral learning processes [9]. Their involvement in discussion, including to express opinions and defend them, can be considered as active participation in terms of behavior. Students with SRL skills will choose to participate in their learning environment to support their learning process. From the motivational point of view, a student who seeks to defend his/her opinion has intrinsic motivation and feels confident in his/her ability.

1.7. Interested in Finding and Solving Problems

Students with learning motivation tend to enjoy finding and solving problems. However, fifth-graders allover Bawang Sub-district have not been able to meet this indicator. Students do not find and solving problems because students lack awareness of the learning materials which actually exist in the environment around them. In addition, limited facilities and infrastructures such as books also contribute to this issue. An environmental factors such as infrastructure affect the development of SRL skills among students. Schools in rural areas only rely on books at school. Thus, students only solve a problem without trying to find out another problem as a result of a limited number of books. Lack of awareness among students of the learning materials they can find around their environment makes it impossible for self-regulated learning skills to develop. This is because SRL skills will evolve in the presence of various activities undertaken by students.

Based on the description above, motivation is very influential on the success of students in carrying out learning activities and it encourages students to start learning activities. When students are doing their schoolwork, they face many challenges. Under these conditions, they should be able to have the motivation to do needs analysis, choose and implement which strategies to take, and evaluate the whole things they have done to achieve the goals that have been set. This makes the motivation as an effort that encourages the birth of a goal so as to create a desire

to achieve that goal. For students, SRL skills are very useful when they are doing tasks individually. Therefore, motivation generates an effect that encourages students to learn before they reach the SRL stage, where students with SRL skills will use various strategies to achieve the goals that have been established.

2. Self-Efficacy

The obtained data on students' self-efficacy were measured using a scale with the following indicators: confidence despite uncertain conditions, confidence in one's ability to complete difficult tasks, confidence in the ability to achieve targets that have been established, and confidence in the ability to solve any problems that arise.

In SRL, there is one thing that gives a powerful impact on the implementation and the action: self-efficacy. This is vital for the implementation of SRL. Self-efficacy plays an important role in SRL among individuals [21]. Based on the foregoing, the discussion of the indicators of self-efficacy in this research is presented below.

2.1. Confidence Despite Uncertain Conditions

A high level of self-efficacy among students will reduce the level of anxiety that leads to fear of failure. Characteristic of students with SRL skills among others include the ability to plan, manage time and effort, and know how to create a fun learning environment [22]. With good planning and time management, students will be better prepared when dealing with uncertain situations.

2.2. Confidence in the Ability to Do Difficult Tasks

Students in elementary school use a comparison between themselves and their classmates to understand that the task is difficult for all students, while some other tasks are difficult for certain students. In addition, they also realize that a difficult task cannot be done by most students. When a student feels that a task is difficult and his/her friends feel the same, then the confidence to do the task successfully reduces. It is also supported by one of the factors of self-efficacy, namely modeling themselves on others. If two students have the same ability, seeing another student fail will reduce the other student's self-efficacy. This results in lack of confidence while doing a difficult task.

The data suggests that the indicator confidence in one's ability to complete difficult tasks is not a construct of the self-efficacy variable. This indicates that students' self-efficacy is low when performing difficult tasks. Self-efficacy affects the selection of activities one does [23]. In this case, self-efficacy greatly determines student activities. If the students' confidence in their ability to perform a difficult task is high, they will do the task and make it a challenge to measure their abilities. However, based on research

data, students are not sure whether they can do difficult tasks and tend to avoid doing difficult tasks.

2.3. Confidence in the Ability to Achieve Targets That Have Been Established

To determine targets to be achieved by students is influenced by confidence in their abilities. Based on the research data, students feel confident in their abilities to achieve the target set. When students feel sure about their ability, it will be easy to achieve the target set. Thus, students who are confident in their abilities to achieve the expected target can be said as students with self-efficacy. People with high confidence in themselves will be committed to achieving the target set [2].

Based on findings of the research, students with confidence in their ability to achieve a target will not easily give up when dealing with a difficult task. This makes students have a strong desire to accomplish the target set.

2.4. Confidence in the Ability to Solve Any Problems That Arise

Based on findings of the research, this indicator can measure the construct of the latent variable self-efficacy as evidenced by the loading factor value which is greater than the expected one. This shows that the existence of self-efficacy really determines the way a student acts. One of the characteristics of students with SRL skills is using discipline as a strategy to avoid disruption when doing a task [22]. If students feel sure that their action can solve the problem that arises, this will encourage them to always try to solve any problems that arise. Thus, once they believe they can solve problems, students become more enthusiastic about learning. This has a favorable effect on their confidence in their abilities.

Based on the data analysis and description above, the variable *self-efficacy* is a factor of SRL that can be accepted because students who have confidence in their ability can manage their learning ability according to their ability. Consequently during the learning process, students can successfully deal with uncertainty and achieve the target set.

3. Goal Orientation

The data on students' goal orientation obtained in this research were measured using the scale with indicators consisting of: maintaining focus, putting energy to the efforts made, increasing persistence, and supporting development of new strategies.

3.1. Maintaining Focus

Goals one sets may change depending on his/her focus on the attainment of the goals set. Focus enables one to maintain his/her initial goals, reduce standards, even set more challenging goals. Students who maintain their focus will put an emphasis on activities and tasks relevant to their goals and ignore any

disruption. In relation to fifth-graders, they are already able to maintain their focus. This is reflected from their efforts to control their behavior so as to accomplish their learning goals, for example learning in a quiet environment or creating a comfortable learning environment to help maintaining their focus. One of the characteristics of students with SRL skills is to know how to plan, control, and direct their mental process to achieve goals [22]. By planning, controlling, and directing, students can maintain their focus while learning so as to monitor the progress of their learning goals.

3.2. Putting Energy to the Efforts Made

In this research, the indicator putting energy to the efforts made does not support the construct of the variable goal orientation. At the age of six years and above, children can distinguish between effort and the results to be obtained. At this age range, students begin to realize that the harder they try, the greater the possibility for them to succeed, compared to those who do not try at all. If students try hard (put more energy), they will get good results. However, not all students put more energy to their effort. Most students make efforts according to their ability. They simply do what they think they can do. When they deal with something new which is more difficult, they neither make a greater effort nor let the problems they encounter.

3.3. Increasing Persistence

An increase in persistence is associated with an increase in efforts made by students to learn or complete tasks. Students with good self-regulation will be persistent when encountering obstacles. Improving efforts is important because learning activities take time and to achieve success is not easy. The improvement in efforts is directly related to the characteristics of the students with SRL themselves, i.e. having great power to control [22]. Therefore, persistence shown by a student indicates self-regulation (SRL). Fifth-graders tend to improve their persistence when they get a bad mark, deal with difficult tasks, and experience other learning disorders. When getting a bad mark, students will study harder in order not to make the same mistake and try harder.

3.4. Supporting Development of New Strategies

Developing learning strategies is necessary in order that, in the event of difficulties, students know how to solve their problems. Learning strategies are needed because different problems require different ways of solving. For example, to understand a text, students can do it by reading the text carefully, but when dealing with calculation, students cannot do it only by reading. Therefore, it is necessary to develop new strategies in learning activities. One of the characteristics of students with self-regulation is periodically monitoring or improving strategies based

on the progress they make [19]. Because strategies are real actions taken when students learn, they should be able to use various strategies appropriately to support their learning activities.

Nevertheless, students simply apply the organizing and transforming strategies by reading again learning materials they have studied. Moreover, students have not been able to find out other learning strategies. Even, most students learn only when they have homework and do not read materials they have not understood, and they do not consult it with their teacher, friends or parents. In addition, students learn only by reading materials they learn at school. They do the same thing for materials involving calculation. They simply skim the instruction without trying to answer the questions. Based on the foregoing, it can be said that fifth-graders all over Bawang Sub-district have not supported the development of new learning strategies.

V. CONCLUSIONS

The results suggest that motivation, self-efficacy, and goal orientation are SRL factors. In addition, elementary school students could already apply the SRL even though not all the observed indicators can be met. By conducting this research, it is expected that teachers can make the most of SRL abilities to help students to meet all indicators. The indicators that cannot be met by students can be taken into account in the future research.

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