Role of Self Regulated Learning in Early Childhood Education Learning

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Abstract

Early childhood education learning is an interactive process among children, parents, or other adults in an environment to achieve developmental tasks. The interaction that has been built is a factor that affects the achievement of learning objectives to be achieved. Early childhood learning does not mean that the children have to study in school when they are not ready. If the children are being forced to keep up with the lesson it can make the children feel the burden to achieve their developmental tasks. Learning for early childhood basically is the lesson that we give to the children in order to make the children develop naturally. The perspective of humanistic psychology in the learning process is no longer embedded by reward and punishment as adopted by the behaviorism, but it focuses to inner nature of the student. The learning process will be held in fun ways and we can achieve the optimal result if the design and management learning process heeds the ego involvement inner nature dimension of the student. In the new learning process perspective is very put forward the role of self-regulated learning. The purpose of this research is to know the contribution of Self Regulated Learning in planning, implementation, and the evaluation of the teaching and learning process in PAUD by involving the teacher as a facilitator and motivator for the children.

Keyword: *Self Regulated Learning, PAUD Learning.*

I. Introduction

The concept of early childhood learning is to inculcate positive habits through learning activities in the form of games in accordance with the learning model that has been selected. The chosen learning model is in the form of centre or in the form of area and any other forms of learning models. Each of these learning models has the purpose of educating the children with teaching, love, and care. In the process of learning need the readiness of the children. The children gain valuable experiences under the guidance of the teachers.

The experiences that the children gain through the learning process increase their aspects of cognitive, affective, and psychomotor. The three domains become benchmarks of the readiness of the children in performing the next developmental task and understand also comprehend and figure out what they will do next. The children can behave and act without any instruction or solicitation from the people around them. Persuading the children to understand what they will do takes time, handling, and also ways that can be accepted and understood by the children. The process is supported by the completeness of the educational equipment both indoor and outdoor. Therefore, it needs a well-patterned concept which adjusts with the children development stages. The concept is involving Self Regulated Learning

role. This concept increasingly finds relevance in the learning process along with the shift of paradigm of learning. The learning that was once very thickly involved by behaviorism psychology with SR Bond theory; gradually shifted referring to the cognitive psychology theories such as information processing theory, and now the pendulum is in the humanistic psychology area.

From the perspective of humanistic psychology, the learning process is no longer embedded by reward and punishment as adopted by the behaviorism, but focus to inner nature dimension of the student. It means learning process will be held in fun ways and we can achieve the optimal result if the design and management learning process heed the ego involvement inner nature dimension the student. In the new learning, process perspective prioritized the role of self-regulated learning.

Although self-regulated learning theory is very important in the devise of learning process especially in early childhood education in order to make the student reach high learning achievement; but it is not easy to formulate the standard definition. In general, the researchers state that self-regulated learning definition in the different perspective based theory in accordance with the respective behalf. Some of them make formulation based on cognitive perspective especially constructivism which more emphasis to convert processes dimension; while the behaviorism based state in the overt response terminology.

Teleological action and symbolic action are two theories that define self-regulated learning essence which is in the practical activity of Vygotskyian scope. The premise that Vygotsky proposed is the internal mental activity which occurs or happens through ongoing practical activity developed by society in the work based. In short, what is thought (learning strategy) by an individual cannot be separated from what they do, see, and perform by the society in every day in overcoming the problem. The premise which intends by Vygotsky is self-regulated learning can be obtained through practical activity in overcoming the problem. Early childhood (PAUD) learning involves the children in the decision making according to their intellective ability and potential that the children have (Vygotsky, 1998).

II. Research methods

This research was conducted with qualitative-phenomenology approach. According to Moleong (1989:7), qualitative research is concerned with process rather than outcome, which attempts to interpret text in the form of posts, sayings and actions of key informants or observable behavior. Efforts to verify the theory and a set of propositions are done by analytic induction approach, which requires the analysis of cases raised from observation and direct experience in the field so that more straightforward and easy to understand. The argument underlying this choice of qualitative approaches is that more research presents data in the form of a description of the process of understanding a phenomenon systematically, strictly and deeply not only on the skin alone. This study describes the phenomenon in depth and complex, so that required a complete understanding and cannot be separated from the context.

III. Research Results and Discussion
1. Restriction and Implication of SRL in the PAUD Learning

In short, Zimmerman (1989) defines self-regulated learning (SRL) as notch of Meta cognition, motivational, and an individual behavior in the learning process to accomplish achieving the objectives of learning. While Winnie (1997) states that self-regulated learning includes the ability of the cognitive learning strategy to learn and learn throughout the time. Different from Winnie (1997); Wolters (1998) claims self-regulated learning is a certain person ability to effectively manage their learning experiences in the various trial until the

optimal result of learning can be achieved. While, Frank, P C M & Robert J.S. (1988) states self-regulation is self-ability to monitor their understanding to decide when they are ready to be tested, to select the information processing strategy which adequate and its kind. It is also said self-regulated learning cover three activity stages which are pre, during, and post activities in performing learning task. Markus & Wurf (1989) describe in the general perspectives that can be accepted, self-regulated learning always lead to some purposes. In this case, Markus & Wurf (1989) noted the stages of objectives achievement that goes on in the context self-regulated learning as follows: the first stage is selection or determination of the learning goal which is determined by 1). The expectation about self-competencies and outcomes that can be obtained from execution of the task, 2). The effective factors such as needs, motivation, and values, 3). The eagerness in the self-conception as described in the common purpose of life that has been defined according to the personal tastes into temporal objectives and the behaviors. If the selection or determination of the objectives has been achieved, it will give form and direction to the next stage in self-regulated learning specifically in the form of making plans and choose the objective achievement strategy. The last stage is the implementation stage and evaluation which contain self-monitoring, self-evaluation processes to help to maintain or preserving the attention, comparing the actual objectives with the expected objectives and trying to reduce the appearance gap for the individual success in learning, problem solving, and perform transfer of learning also the academic success in general (Winne, 1997).

Self-regulated learning is a terminology that opens new discourse about determinant factors of student success in studying. Self regulated learning concept already changed the perspective of focus in analyzing the success of studying from the student ability to learn or student potency to learn and learning environment at school or home as a "fixed" entity, now being replaced by student capability in personal to design their own strategy of study in their effort to increase the study accomplishment and competency to manage a conducive environment for study (Zimmerman, 1989).

Self-regulated learning theory tries to explain and describe how the students in PAUD enable to study and reach some achievement although they have limitations of mental ability, social background, or school quality. Self-regulated learning theory also presents explanation and description about why the student failed in their study although they have some excellence in mental ability, social background and good quality of the school.

Zimmerman (1989) straightforward describe self-regulated learning as a degree of metacognition, motivational, and active behavior which pursued by the student in the learning process. In self-regulation learning, there are three main elements which are self-controlling strategy to learn, the perception of self-efficacy to perform their skills, and commitment to achieve the objectives of learning. Self-regulated strategies are action and process which directed to add information or skills that involve intermediaries (interviewers), objective, and supporting perceptions which pursued by the student. It consists of some organizing methods and transformation of information, self-control, self-seeking, and remembering.

Bandura (1986) alleged that dynamical process of self-regulation operations among others happened in sub process that consists of self-observation, self-judgment, and self-reaction. All of them have reciprocity relation along with the problem context that they face. This reciprocity relation is not always symmetric but flexible in terms of it can be happened where one specific context is more dominant from the other aspect; and vice versa.

There are several models of learning in PAUD. Every model functionalized for learning implementation with each criterion

and its characteristics. The criteria which adhere in learning purpose that will be achieved. Among the learning models which very familiar in PAUD is center model and area model. The learning principle in both models is to be able to create achievement standard of child development according to their age stages. Every stage of developmental age has its own tasks that have to be done by the children. This model gives a very major contribution to the achievement of normal standards of child development to succeed. Although it should be understood that the children have their own uniqueness or the other term is *individual differences*. The difference is not an obstacle in achieving the goals but to be resources to discover the ideas or problem-solving in dealing with problems.

Self Regulated Learning in each learning models integrated on implementation operational through center or area. Every themes or sub themes become turning point theme which indicates the children developmental achievement. The implementation needs structured planning with the applicable curriculum. The curriculum should be designed according to the need of integrated learning development in self-regulated learning. A mature understanding and a good planning can be benchmarks of the success of self regulated learning in achieving its function towards the student.

Self-regulated learning (SRL) in the children cannot just happen casually. The lesson planning with the right strategy is needed. This strategy is fitting with the process and phase in SRL which involving *self-regulated activity* specifically activity planning that has been done before doing the SRL. The table below is Self-Regulated Activity instruction for the children that already well planned to achieve SRL.

Table 1.1 Steps of Self-Regulated Activity Instructions

Steps	Performance Task	Instruction Task
Step1: Cognitive modeling	The teacher shows positive behavior. For example, playing a traditional game "jamuran".	The teacher giving instruction with words and concrete examples.
Step2: Overt, External Guidance	The student shows positive behavior.	The teacher giving instruction with words and concrete examples.
Step3: Overt, Self Guidance	The student shows positive behavior.	The student repeats the instruction.
Step4: Faded, Overt self Guidance	The student shows positive behavior.	The student whispering the instruction.
Step5: Covert self-instruction	The student shows positive behavior.	The student thinks calmly about the instruction and does it.

2. Learning Model in PAUD

Center Learning Model. Center Learning Model is a learning approach in the learning process which is done in "the circle" *(circle times)* and center play. Handoko (2011) said the circle is when the teacher sitting together with the children with circle position to give them basic that should be done before and after playing.

The center play is a child play zone or arena that equipped with a set of play tool which functions as a circular base that is needed for the development of all the student basic potential in every development aspect in a balanced way. The center is opened every day depending on the number of groups in every PAUD (Depdiknas, 2011).

Area Learning Model. According to Mariyana (2010), in the learning model with this area model the chance is given to the children in choosing/picking their own activities based on their interest which is done in the group. There are 10 (ten) areas in area learning model, such as Religious,

Block, Language, Drama, Calculation / Mathematics, Science, Art / Motor, Sand and Water, Music, Reading, and Writing Area. In a day, there is minimum of 4 areas where the toys/props and learning tools are prepared based on the indicator that wants to be achieved. Based on the implementation result of Self Regulated Learning by Center Method or Area Method, the following explanations were obtained.

Table 1.2 Implementation of Self Regulated Learning in PAUD learning

Component	Center	Area
Planning	Playground foothold that involves SRL in positive character habituation	Planning of Learning with implementation of SRL as a character value through habituation
Implementation	Integrated SRL on Circle Time, Student, Pre playing foothold, During playing foothold, Post playing foothold, transition	SRL based on Rolling class, children grouping, Completion target of all games
Evaluation	Student center is very helpful to achieve more leverage SRL in children itself	Grouping system reduce children independency in doing SRL
APE	Various educative toys make children happy in the process of doing activities and make it easy for SLR to be achieved	APE is suitable with the area which opened on implementation activities and helps children to understand SRL better because they are focus on the given APE
Variety of Plays	Variety of Plays are varied suitable with the intensity density of play based on a number of children in every class	Variety of Plays are limited on the opened area
Role of Teacher	Facilitator and motivator for children and giving chance for them to initiate	Facilitator and motivator for children but children rely so much on the teacher instruction

Therefore, implementation of Self Regulated Learning through learning model based on the operational standard which occurred in each method either center or area with their uniqueness and superiority. Implementation of Self Regulated Learning through the step of self-regulated learning activities as can be found in table 1.1 adjusting each method that is used by the institution.

IV. Conclusion

Self Regulated Learning in the PAUD learning as a beginning formation of character on the children. The implementation needs mature planning correspond with the learning curriculum design. The implementation is located on the readiness of the used learning methods. Self-regulated learning connected with the existence of self-regulated activity that is activity planning that had been done before SRL. Self-regulated learning tries to explain and describe how PAUD student are able to study and have some achievement although they have a limitation in the mental ability, social background, or school quality. Self-regulated learning theory also presents explanation and description about why there are students who failed on their studies although they have some excellence in mental ability, social background, and good school quality.

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VI. References

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