APPLICATION OF SELF REGULATED LEARNING OF STUDENTS LEARNING ACHIEVEMENT IN NON-SCIENCE STUDENT

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ABSTRACT
Introduction: Sisdiknas Chapter IV Section 5 in 2003, confirms every citizen is entitled to the opportunity to improve education throughout life. Pemkab Jombang School of Health Science provide equal opportunities to students with a background in science or non-science education that admitted in Nursing and Midwifery. The purpose of this study was to analyze the effect of SRL on student achievement non-science semester 2 in Pemkab Jombang School of Health Science. Method: This study design was quasy experiment with "pre post test control group design". All non-science student in the 2nd half that department bachelor of nursing as a treatment group and department diploma ofmidwifery as an Independent control. Variabel group is Self Regulation Learning (SRL). Dependent variable is student achievement. The intervention was the students get modules SRL in the treatment group. Performance assessment with the GPA in semester 3. The data is processed and analyzed using paired t-test, the alternative hypothesis is accepted if p <0.05. Result: The research result is a significant difference between pre and post students achievement Pemkab Jombang School of Health Science as a research subject, with a value of p = .000. Discussion: Specific targets to be achieved in this research is to improve the ability of the individual student in raising the learning potential that exists within. Another contribution of this study are expected by the model SRL will improve soft skills, shaping the character of the students who have high motivation for lifelong learning (life long learning).

Keywords: Non-science student, Self-Regulated Learning, academic achievement, motivation, soft skills.

INTRODUCTION
Nursing and Midwifery Education is a place to educate professional nurses and midwives are expected to meet the needs of the community. Therefore all related in the educational process should go well, including the prior knowledge. Prior Knowledge is one of the important factors that affect the quality of students in the learning process and affect the sustainability of long on student achievement. However, non-science majors have the same opportunities in the College entrance requirements, this is in accordance with the provisions of the National Education Section IV, Article 5 of 2003 which confirms every citizen is entitled to the opportunity to improve education throughout life. It was also valid in both majors Nursing and Midwifery Education at Pemkab Jombang School Of Health Science. Average GPA of study program Bachelor of Nursing dan midwifery Academic Year 2013/2014 showed the value of GPA While Student Non-scien was below 3.00 and Science was above 3.00. This case shows that students with educational background Non-science should have a strong adaptive learning during the learning process. It improve student achievement Non-science requires a high learning ability, the process of thinking and self-motivation.

These capabilities in educational psychology named Self Regulated Learning (SRL). Zimmerman and Martinez Pons (2002) states that individuals have the SRL and believes that he is able to cope with the academic materials will have success and academic achievement higher than individuals who do not believe in her abilities. Various studies illustrate the importance of SRL to improve business skills learning effective and efficient so we get a better performance (Desyanti, 2007). Another positive effect is obtained from the SRL is formed characters that have the motivation to learn throughout life (life long learning), and also become independent in various contexts of life.

Based on the above background, This study aims to prove the effect of Self Regulated Learning Model on student
achievement Non-science at Pemkab Jombang School Of Health Science.

METHOD
This research used quasi experiment design with "Pre Post Test Design. The population was all students Non-science Nursing and Midwifery semester 3 Academic Year 2014-2015. It was 62 students by using simple random sampling. The independent variable was the intervention of the Model Self Regulated Learning (SRL). The dependent variable was the achievement of student achievement Non-science. Students who have been assigned the respondents and fill Informed consent research. Before and after the intervention SRL, respondents assessed the motivation. SRL application was learning concept of SRL, socialization charging SRL module, through the provision to build motivation to learn, concept of how to learn effective and the evaluation of the charging module SRL. Descriptive by making the frequency distribution by category of each variable which includes gender, age, residence distance to campus. The second is a bivariate analysis using independent t-test test, the alternative hypothesis is accepted if p <0.05. Before getting into the independent t-test test will first be tested normality data by using Kolmogorov Smirnov.

RESULT AND DISCUSSION
GPA students bachelor of Nursing has range 1.44; mean 3.06, median 3.13, standard deviation 0.29, variant 0.084; minimum value 2.16 and maximum value 3.60. GPA students midwifery academic as a whole has a range of 0.72; the average value (mean) of 2.54, a median of 2.82, 0.28 standard deviation, variance of 0.03; a minimum value and a maximum value of 3.26 2.54

GPA bachelor nursing students at post intervention SRL, overall had a 1.36 Range; the average value (mean) of 3.12, a median of 3.19, 0.28 standard deviation, variance of 0.08; a minimum value of 2.24 and a maximum value of 3.60. GPA Prodi DIII midwifery students at post intervention SRL, overall had a 0.64 Range; the average value (mean) of 2.62, a median of 2.91, standard deviation of 0.16, a variant of 0.026; a minimum value of 2.62 and a maximum value of 3.26.

Based on t-test, it can be seen that there is a significant impact on student achievement outcomes, both of bachelor Nursing and Midwifery academic. This was demonstrated by the significant value of 0.000. The calculation proves that the application of the SRL can be effective in improving student achievement of Midwifery academic and bachelor Nursing, so it can be an alternative method of learning that can be applied by students and teachers to achieve the learning objectives.

Besides, both the GPA of data, researchers are also measuring the average score of motivation to learn from the study program, before and after being given treatment. For Midwifery academic obtained an average score of motivation to learn is 86, comprising 12 respondents (38.7%) had low motivation and 19 respondents (61.3%) had high motivation and after treatment was 91, comprising 9 respondents (29%) have low motivation and 22 respondents (70.9%) had high motivation, while for bachelor Nursing, obtained a score of initial motivation to learn is 85 to 14 respondents (45.1%) had low motivation and 17 respondents (54.8%) had high motivation and after being given the treatment is 90, comprising 10 respondents (32.2%) had low motivation and 21 respondents (67.7%) have a high motivation. This is proved by the application of Self Regulated Learning, can improve student learning motivation, with increased student motivation to learn, of course this had a positive impact on the behavior of the students in their efforts to improve achievement learn. This shows that the model SRL can improve the soft skills SRL, shaping the character of the students who have high motivation for lifelong learning, to be independent and not easily give up in various contexts of life.

Australian Journal of teacher education. Vol 37. 2012. Effect of Increased SRL opportunities on student teachers motivation and use of metacognitive skills. Emmy Vrielings, Theo Bastiaens, Sjef Stijnen. Motivation to learn, in based are elements that can not be separated from the SRL, as to be able to implement SLR well, students need strong motivation, as presented by Corno and Madinach 1983, Corno and Rohrkemper, 1985, that the SLR consists of three components, first, self-regulated learning includes students metacognitive strategies for
planning, monitoring and modifying Reviews their cognition. Second students of management and control Reviews their effort on classroom academic tasks has been proposed as another important component, and a third important aspect of SRL that some researchers have included in their conceptualization was the actual cognitive, strategies that student can learn, remember and understand the material.

In SRL students needed to plan learning, and also evaluate their own, against the learning success, therefore, students with low learning motivation, it would be difficult to design, implement and evaluate the success of learning, motivation into its own impetus for learners to achieve the learning objectives. As revealed by Ormrod (2008) in his book Psychology of Education, that motivation is something that animate (energize), directing and maintaining behavior, motivation to make the students move, place them in a certain direction and keep them moving. Ormrod explanation shows that motivation is very important in learning, in addition, is basically for students there is a need for achievement / learning outcomes are good, because with a good study results, they can meet the demand for existence itself. As presented by McClelland (Sudrajat, 2008) who put forward the theory needs for learning outcomes which states that a person's motivation is different, according to the strength of a person's need for achievement. The need for achievement as (1) a desire to implement something a task or a difficult job, (2) dominate, manipulate, or organize physical objects, people, or ideas to implement these things as soon as possible, according to the conditions prevailing, (3) to overcome obstacles, achieve high standards, (4) achieve peak performance for yourself (5) is able to win in competition with others, (6) improve themselves through the application of talent successfully.

There are many other factors beyond motivation may affect learning outcomes, as revealed by Slameto (2003), namely internal factors and external factors. Internal factors consists of three components, namely: 1) physical, which includes health and disability, 2) psychological, in this regard include intelligence, attention, interest, talent, creativity, maturity and readiness, 3) the fatigue factor, which can include fatigue physical and spiritual. As for external factors consist of three components, namely: 1) family factors that include how parents educate, relationships between family members, the house, socio-economic circumstances the family, understanding parents and cultural background, 2) school factors that include learning model , curriculum, teacher relationships with students, school discipline, teaching tools, school time, lessons above standard size, the state of the building, method of studying and homework. 3) community factors that include the activities of learners in the community, the media, friends hanging out, and shape public life.

Lecturer, not just to help students achieve the ultimate goal of learning, but it also has a duty to improve the achievement of students. Meanwhile, to improve learning achievement, lecturers are also required to be a motivator for students. Because as described above, the application of Self Regulated Learning can improve student learning motivation and ultimately student achievement can be improved.

This shows that the SRL can be applied well to midwifery and nursing students, SRL would also be the answer to the low achievement and learning difficulties experienced by students of nursing and midwifery. Metropolitan Journal of Educational Research Consortium (MERC) Virginia Commonwealth University. Title Encouraging Self-Regulated Learning in the classroom: a review of the literature, by Sharon Zumbrunn et al. October 2011. The SRL is essential process (Jarvela and Jarvenoja, 2011; Zimmerman, 2008). It can help students create better learning habits and strengthen Reviews their study skills (Wolters, 2011), apply learning strategies to enhance academic outcomes (Harris, Friedlander, Sadler, and Graham 2005), monitor Reviews their performance (Harris et al, 2005) and Evaluate Reviews their academic progress (De Bruin, Thiede and Camp, 2011). With the implementation SRL, will help students overcome learning difficulties, because the students will learn to recognize his shortcomings in the learning process, so that students can plan how to learn, learning according to the schedule that has been prepared by the students themselves, and evaluate the extent of the progress of learning. If the SRL can be applied continuously and
become a positive habit, then the resulting impact is quite good.

CONCLUSION AND RECOMMENDATION

Conclusion
Application of Self-Regulated Learning can be effective in improving student achievement Midwifery academic and bachelor of Nursing, so it can be an alternative method of learning that can be applied by students and teachers to achieve the learning objectives.

There is an increased motivation of students before and after applied SRL so that if it is applied continuously and become a positive habit, forming character and lifelong learning (life long learning).

Recommendation
This study focuses on solving learning problems in students especially those with non-science majors so hopefully with this SRL Model can be a solution for the learners to organize behavioral and learning environment around them to be independent in learning. This is especially for students with learning difficulties and for students who have a GPA below the standard.

It is also expected with the model SRL will improve soft skills, shaping the character of the students who have high motivation for lifelong learning (life long learning), to be independent and not easily give up in various contexts other life, especially in the majors bachelor Nursing and Midwifery academic.

For Policy Makers Institute, this study may be a recommendation for decision making in the recruitment of new students to look at the educational background can affect the level of further education.

REFERENCES


