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## A TRAINING MODEL OF SELF - REGULATED LEARNING SKILLS FOR INCREASING STRONG CHARACTER AND HIGH INTELLIGENCE

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**Abstract:** The final product as an expected research goal is to develop a training model of self-regulated learning skills for increasing strong character and high intelligence. Self-regulated learning skills are very important for the students either to influence their learning outcomes or their student life in his society. Such skills are absolutely parts of student strong character and high intelligence. This study represents a research and development (R&D), containing two designs: survey and evaluative. The survey is conducted as a preliminary research to know supportive conditions related to the research or a product model to be developed. The evaluative research is done by expert and practitioner judgment to develop a final product. Samples of 288 students of state secondary schools are recruited by purposive cluster sampling. Meanwhile, data are compiled by observation, interview, and inventory. Then the data are analyzed by using percentage and descriptive and qualitative methods (or mixed methods). In the first year of multi-year research have been developed such products: (1) a guide book of self-regulated learning skills; (2) a task book of self-regulated learning skills; and (3) a measuring instrument of strong character and high intelligence. Eighty percent of experts and practitioners state that such a training model of self-regulated learning skills for increasing strong character and high intelligence is suitable to guide the students to reach their works in short time, while 20% of them state that such a training model is very suitable.

**Key words:** Training model, self-regulated learning skills, strong character and high intelligence

### 1. INTRODUCTION

To realize an University which becomes the centre of knowledge development, an excellent art and technology in International level based on the noble values of National Culture then Sebelas Maret University hold a research activity and dedication for society which are demand the lecturer self-development also encourage the independence of the society in obtaining knowledge and skill that is conducted in the research activities and dedication for society. The assumption underlying this action is with the development of the strong and smart character in the students, it is believed that the graduates produced by certain school will be able to be a qualified, excellent, and competitive individual in neither national nor international level and also in the competition of neither employment nor society.

To create the strong and smart character of the students, some effort must be done. One of them are the need of developed a certain learning skill such as how the students able to manage the activities independently (self-regulated learning skills).

A past research has shown that there is a significant relation between the TEFL student

of UNS' self-regulated learning skills with the learning achievement being accomplished by them (Salmah Lilik, et.al., 2010). The continuous research conducted in 2010 to the TEFL student at UNS of the 6<sup>th</sup> semester also indicate that there is a significant influence between Self-Regulated Learning Skill such as training towards the student's willingness in developing their learning achievement which is better than before (Salmah Lilik, et.al., 2011).

The Self-Regulated Learning Skills training model development is more enhanced in the research (Wardatul Djannah, 2012 and 2013) which was the continuous research study from Salmah Lilik (2011). The results from the continuous study research explain that the learning strategy skill is really necessary for the student to obtain the achievement. This way shows that self-regulated learning skills encourage the increase of learning achievement.

Another research conclude that the students fail using adequate cognitive strategy, not showing cognitive awareness, unable to show his motivational confidence which is adaptive in learning social knowledge (as a self-regulated skills domain) are having bigger

tendency of failure than others (Miller, Heafner, & Massey, 2009); the students' self-regulated learning skills give positive effect on group-study with their peers.

Based on the result of the research self-regulated learning skills increase the learning achievement and give positive effect for togetherness in life. In fact, at SMA Negeri 8 Surakarta found that the student still unable to manage their learning activity independently in a good way, the learning activity of the student have not been based on the encouragement, willingness and a good self-control. With the result of that, it can be concluded that they are unable to be a qualified, excellent and competitive whether in national or international level and also in the neither employment competition nor society.

It is still being a homework for the teacher in producing graduates which are able to compete, excellent, qualified and having strong and smart character. The fact marked with the behavior of the students such as: the students cheat when they do a test, the students are passive learners when they are in the teaching learning process, they have less passion when they study in the class, they are unable to study collaboratively with others, they do their homework at school and take their friend's answer, and also they have no interest at reading book at the library. These matters become the stepping towards the requirement of the development of Self-regulated learning skills training intensively for the students of SMA N 8 Surakarta, so that they have strong and smart character.

Self-regulated learning skills is a learning skill which in the students in teaching learning process are being encouraged, controlled and assessed by their self. Other terms for this concept are self-regulated learning strategies, self-directive learning skills, or self-regulated learning behaviors. Self-regulated learning skills is a complex skill, but it can be learned and developed towards the teaching learning process or it can be learned by practice (Villach & Lianos, 2007). Self-regulated learning skills is an important skills for the students because it is not only show the result of the learning activities, but also it is important for the life of the students in society. These skills are

certainly being the part or the elements from individual strong and smart character.

Character is a quality or the mental or moral power, behavior or good nature of individual which is a special personality differentiating one to another (Hidayatullah, 2009). Character can be interpreted as personality. A strong and smart character can be interpreted as a strong and smart personality. Personality formed towards education such as developing the basic nature of individual. It is the forming of personality which is being the education essence (Manulang & Melfiyetty, 2005). That is why, if the skills are developed in the students, so it means that an effort to grow a strong and smart character to the students.

From the explanation above, the development of self-regulated learning skills effectively for the students of XI grade of SMA N 8 Surakarta is need to be designed. The model of the development of self-regulated learning skills can increase a strong and smart character for the students.

## 2. RESEARCH METHOD

This research include research and development (R & D) using 3 designs, they are: (1) preliminary study; (2) development of model/product, and (3) mastery test and practitioner; and (4) validation of model/product. The subject of the research is the XI grade students of SMA N 8 consisting of 264 students from 10 classes. The sampling technique used is cluster purposive sampling. By using this technique the sample taking is done by select the subject directly which is considered appropriate as the sample member having the same characteristic. This sample taking is used to the need as the model development. The method of collecting the data is using observation, inventory or task book that should be done, and also strong and smart character measuring instruments. The data analysis used percentage and qualitative with flow interactive technique (mixed methods). The method used in this research are qualitative and quantitative (Mixed method design).

According to Creswell & Plano Clark (in Creswell, 2008: 552) mixed methods design is a procedure to collect data, analyze, and "mixing" both qualitative and quantitative

method in a single method to understand research problem. This design include in exploratory mixed, that is a research procedure which is conducted using qualitative to explore a certain phenomenon and then collecting quantitative data related with qualitative data.

### 3. RESULTS AND CONCLUDING DISCUSSION

The outcome of this research is categorized into 2 important things that are model development outcome and model trial outcome:

#### 3.1. Development Outcome Model

Based on the procedures performed, this study resulted in a hypothetical model's Guide Self-Regulated Learning consists of seven chapters / materials, namely: (1) Ice Breaking and Contract Training (2) Overview of Self-Regulated Learning: contains: Guide Overview Self-Regulated Learning ; Overview of Self-Regulated Learning; Training Methods Used; (3) Who am I contains about: Guide Who am I; Matter Who am I; Worksheet "Who I am"; Sheet Action Plan "Get Your Dream"; Sheets and Action Plan "Calendar Your Future"; (4) Metacognitive contains about: Guide Metacognitive; Metacognitive material; Sheets and Case Studies; (5) Motivational contains: Motivational Guide; Simulation Game "the blind puzzle"; Matter Let's Get the Drive !; Worksheet; (6) Behavioral contains about training strategies: rehearsal; Elaboration; organization; critical thinking; time and study environment; management; peer learning and search help; The strategy will be grouped into two: Cognitive strategies (rehearsal, elaboration, organization, critical thinking): Resource management (managing time study and environment, management, regulation effort, peer learning, and help seeking); (7) Closing and Cristalitation. Four such materials (material 3-6) is the basic capital required for students to be able to optimally develop the abilities and skills to improve the forming strong and intelligent character. Self-Regulated Learning skills not only enhance strong and intelligent character for learners but also success in life.

#### 3.2. Mastery Test Outcome and Practitioner

There is self-regulated learning research outcome influence, that is the

differences in the capability of self-regulated learning before and after the training is being conducted so that it also influence in increasing a strong and smart character in the students.

The outcome of the research in the first year have been implementing: 1) Self regulated learning skills guidebook; 2) Self-regulated learning skills task book and; A Strong and Smart Characteristic. From the mastery test and practitioner in a number of ten person, shown that 80% of master and practitioner state that the training model to increase directing and encouraging their self (Self-regulated learning skills) in order to have the strong and smart character very good to train the students. 20% master and practitioner state that Self-regulated learning skills guidebook is good to give the training.

### 4. CLOSING

The forming of strong and smart character to the nation is Indonesian purpose. The assumption underlying this effort is with the development of strong and smart character in the students, it is believed that they will be qualified, excellent and competitive individual in national or international level.

To create the strong and smart character in the students, many efforts need to be done. One of them is a skill of how can the student manage and lead their self (Self-regulated learning skill). Self-regulated learning skills is a skill which in the learning process the individu is being encouraged, controlled and assessed by their self.

As we can see, Self-regulated learning skills are a skill which is very important for the students and even not only to the success of learning and forming the strong and smart character, but also to the success in life of society. That is why, if such skills are developed in the students, it means that growing the strong and smart character to the students. After all the research and the dedication for the society are should be implemented and developed in the same and broader couplers.

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