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PERSONAL RESPONSIBILITY CORRELATION IN VIEW OF SELF-REGULATED LEARNING AND LEARNING AUTONOMY IN UNIVERSITY STUDENTS

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Page
11-16

ABSTRACT

As explained, personal responsibility is an individual's skills in taking responsibility for all decisions and actions and the results and impacts on others. A sense of responsibility can affect student academic achievement, so having a sense of personal responsibility, especially in the learning process, becomes important. Personal or personal responsibility can be developed through self-regulated learning and learning autonomy. So, this study aims to determine whether there is a correlation between personal responsibility with self-regulated learning and learning autonomy. The method used in this study is quantitative with a correlational type of research. The research use stratified random sampling involving 141 students from semester 2 to semester ten aged 18 to 24 years. The data collection technique uses three instruments are personal responsibility scale, self-regulated learning scale, and autonomy learning scale. This study's results indicate a correlation between the three variables, namely personal responsibility, self-regulated learning, and autonomy learning. The existence of this relationship shows that it is important for students to cultivate personal responsibility so that they can manage the learning process without depending on others or independently. The implications of this study's results are one of the bases for development, especially guidance and counseling services to integrate the heutagogy paradigm. Guidance and counseling services that are more effective and oriented towards student independence.

Kata kunci: Personal Responsibility, Self-Regulated Learning, Learning Autonomy

INTRODUCTION

Students at university are currently studying at tertiary institutions, both public and private, or other institutions that have the same level as universities (Suswoyo, 2007; Papilaya & Huliselan, 2016). Students are seen as highly intellectual individuals who can think critically and plan action to act quickly and precisely. However, not only that, high intellectual abilities make each student have different abilities, such as in terms of learning speed, level of work, and learning style. One of the characteristics of student learning is self-regulated learning.

Self-regulated learning can be interpreted as an active and constructive process in which students independently set their own learning goals and make efforts to monitor, regulate, control cognition, motivate themselves, and change their behavior according to these goals and the various contextual conditions that exist in the environment their study (Pintrich & De Groot, 1990; Lubis & Dewi, 2022). According to Li (2019), Self-regulated learning is defined as a strategy used by students to manage their cognitive abilities and a resource management strategy used by students to direct their learning. Panadero (2017) defines self-regulated learning as the main conceptual framework for understanding the learning process's cognitive, motivational, and emotional aspects. Self-regulated learning can be explained as the extent to which students can use their metacognitive abilities and motivation and play an active role in the independent learning process.

Zimmerman (Rahmawati et al., 2022) explains that self-regulated learning has three main aspects that affect a person's level of self-regulated learning. These three aspects include metacognition, where individuals plan, set goals and evaluate the tasks. Second is motivation, where individuals have high confidence and enthusiasm in completing tasks. Third is the behavioral aspect, which includes individual efforts to create an optimal environment. If a student has these three aspects, they will have a high level of self-regulated learning, allowing them to self-regulate and set their learning goals (Ramadhani et al., 2019). Various research studies illustrate that self-regulated learning skills are skills that can be learned by students and can be developed through learning experiences. Research conducted by Kirana and Juliartiko (in Hendrika, 2022) found that when someone has high motivation in the learning process, they will spend more time learning and experience an increase in their self-regulated learning abilities. In addition, previous research by Pintrich and De Groot and Schunk and Zimmerman (in Lubis & Dewi, 2022) found that individuals or learners with higher awareness and can control cognitive processes tend to achieve more successful learning outcomes.

It follows the results of research conducted by Maisaroh (2015) that self-regulated

learning influences improving student learning outcomes. It significantly influences learning achievement (Fasikhah & Fatimah, 2013; Hendrika, 2022). In addition, students who have good self-regulated learning skills can manage their learning process effectively and find solutions when facing academic challenges (Lubis & Dewi, 2022).

Students with a high level of self-regulated learning tend to have high self-confidence and good motivation (Holzer et al., 2021; Yoelianti & Toga, 2022), perform better academically (Richardson et al., 2012; Schneider & Preckel, 2017), are more satisfied with their studies (Liborius, Bellhauser, ¨ & Schmitz, 2019) and have an easier time coping with the transition out of college (Park et al., 2012), assisting students in developing great interest in learning and has a positive impact on self-confidence in achieving goals (Xiao & Yang, 2019), and helps students realize their strengths and weaknesses so that they can connect time, resources, and mental effort towards learning goals (Li, 2019). Meanwhile, if students who have low self-regulated learning tend to have several problems, such as not being able to adapt or complete difficult tasks (Holzer et al., 2021; Yoelianti & Toga, 2022), the learning process feels directionless and has an impact on decreasing motivation learn (Widodo, 2021) and will tend to procrastinate (Steel, 2007). One of the goals of SRL children is autonomy learning.

Prayekti (2018) defines learning autonomy or learning independence as the nature, behavior, and abilities students possess to complete their learning activities, both independently and with the help of others. According to Maksum and Lestari (2020), learning independence is the ability to be responsible for self-regulating learning activities without depending on other people. Learning independence also means that we must be able to maximize the potential we have and be able to take advantage of the resources that are around us while learning something independently (Inayah & Cahyati, 2023).

There are distinctive characteristics of individuals with learning independence, namely having freedom of opinion, confidence, responsibility, being able to make judgments when facing problems or decisions, feeling safe when different from others, having initiative and being creative, and trying to the basis of his ability to solve problems without the help of others (Maksum & Lestari, 2020). In addition, Rahmayani (2019) also revealed that students can be said to be independent if there are the following characteristics: 1) finding identity or self-identity, 2) having initiative, 3) making considerations before acting, 4) being responsible for actions, and 5) able to meet their needs.

Some characteristics of students with learning independence are self-confidence, initiative, responsibility, utilizing various learning resources and implementing appropriate learning strategies (Berek et al., 2023). If students have high learning independence, they will try to complete all assignments given by the lecturer according to their potential (Berek et al., 2023). Students with high learning independence will act according to thoughts that align with their abilities and will ultimately affect the maturity of mindset, learning patterns, and a strong willingness to learn to get better learning results (Ananda & Biological, 2022). Vice versa, if students have low learning independence, the individual will depend on others (Berek et al., 2023).

These two variables are important because the ultimate goal is to make individuals have personal responsibility. Martel, McKelvie, and Standing (1987) define personal responsibility as implementing concrete behavior that directly leads to long-term benefits for oneself and society. While Singh and Ader (2001) note that personal responsibility encompasses concepts integrated based on maturity, proper behavior and the internalization of ethical behavior, they operationalize the construct through behavioral aspects, including class attendance, completing class assignments, and doing part of the work. Who are fair both inside and outside college and help others on a project.

The urgency of conducting this research is to discover the prevalence of personal

responsibility, self-regulated learning and autonomy learning in students with increasingly growing science and technology development conditions.

METHODOLOGY

This research use correlational study. The research use stratified random sampling involving 141 college students with an age range of 18-25 years. These students are from semester 2 to semester 10, with 73% female and 27% male students. The determination of research sampling was carried out by stratified random sampling with an online data collection process. Students fill in 3 research instruments, namely the personal responsibility scale, the self-regulated learning scale, and the autonomy learning scale. The data analysis technique used descriptive statistical techniques and ANOVA to test the relationship between three variables.

RESULT AND DISCUSSION

Based on research data, the following results of descriptive analysis conducted by researchers:

As many as 61% of students have high self-regulated learning, and 39% are in the medium category. It differs from student learning independence; most independent learning students are 108 or 76%, and only 33 students or 23.4%, are in the high category. As for personal responsibility, most students are moderate, and the difference is slightly with the high category.

The data results analysis is interpreted to mean that personal responsibility has a significant relationship with self-regulated learning and autonomy learning ($p > 0.000$). The results above correlate personal responsibility with self-regulated learning and learning autonomy. The deep learning process fully involves students in social aspects with peers and other people with more knowledge. These efforts are made by optimizing student learning and emphasizing social skills such as cooperation, assertiveness, responsibility, empathy and self-control (Brock et al., 2008). Besides that, it can improve students' self-regulated learning abilities. As Blaschke Hase (2019) explained, self-regulated learning is a way for students to monitor the effective learning process and adapt to the learning approach taken, which consists of learning contexts and increasing abilities. Increasing students' self-regulated learning abilities will impact the development of autonomous learning abilities in students. As explained, learning autonomy or independence is the ability to be responsible and able to self-regulate learning activities, maximizing one's potential so that one does not depend on others (Maksum & Lestari, 2020; Inayah & Cahyani, 2023). so that if self-regulated learning and autonomous learning are attached to the individual, in the end, the individual will have personal responsibility in the learning process.

Al Ghamdi (2016) explains that the relevance of personal responsibility and general learning among successful students is demonstrated by actively ensuring that needs can be met and discontinued occasionally. In addition, Deveci & Ayish (2017) suggest that personal responsibility can cause individuals to learn for life with the ability to overcome many existing challenges, specifically in developing deeper and meaningful learning so that opportunities can be obtained from time to time. Personal responsibility has also been understood in the context of cognitive development. From neuroimaging studies, it has been established that the brain's prefrontal cortex, the area responsible for complex, coordinated and sophisticated thought processes, continues to develop during adolescence and young adulthood (Blakemore & Choudhury, 2006; Casey & Caudle, 2013; Hermida et al., 2015). It has been argued that research should consider whether young people have sufficient cognitive maturity to behave in personally responsible ways and that developing a measure of personal responsibility that can discriminate between the cognitive abilities of young children, adolescents, and young adults would be beneficial and valuable. (Mergler, Spencer, and Patton 2007).

Inability to take responsibility, Zimmerman (2002) argues that many students still have not developed the ability to self-regulate. According to Zimmerman (2002), "Self-regulation refers to self-generated thoughts, feelings, and behaviors that are goal-oriented." As a concept, self-regulation is closely related to what it means to be responsible for one's learning (Alvi et al., 2016; Kizil & Savran, 2016). Unfortunately, for the most part, self-regulation does not just happen over time as an adult entity but has to be developed explicitly (Netandingi, 2015; Tuckman & Kennedy, 2011). The survey results show that educators think that many youth and adults, when entering university, lack a sense of personal responsibility for learning and are unaware of how the attitudes and behaviors displayed impact other learning. It has a negative impact or loss on several aspects, including poor interpersonal communication, negative cooperative experiences and unproductive learning opportunities, resulting in a low sense of responsibility in learning (Dallas & Hatanaka, 2016; Devici & Ayish, 2017). This sense of responsibility can affect the academic achievement of each student. Educators can play a central role in teaching students how to self-regulate and, ultimately, be responsible for their learning (Nejuangi, 2015; Tuckman & Kennedy, 2011; Zimmerman & Schunk, 2012).

Lovat et al. (2010) explained that there needs to be a process of empowering students to focus on responsibility in learning on their own; perceptions in the learning process grow so that the action is shown in the form of motivation in being involved during the learning process. Values integrated into the learning process can be used for deepening students' or teachers' reflection so that there is an interconnection between classroom climates, a mutually supportive relationship between teachers and students and raises concern. Therefore, it is necessary to have an effective learning development design based on holistic development in various aspects of balanced development, such as intellectual, social, emotional, moral and spiritual.

The implications of this study's results are one of the bases for development, especially guidance and counseling services to integrate the heutagogy paradigm. The heutagogy paradigm can be implemented in group guidance and classical guidance services that focus on increasing student responsibility. The researcher answered the weakness of previous research that educators had not fully implemented the self-regulated factor. So, of course, integration into heutagogy is appropriate. Because one of the implications of heutagogy is self-regulated learning, this basic assumption is reinforced by Blaschke & Hase (2019), that self-regulated learning is a way for students to monitor the learning process that is effective and able to adapt to the learning approach taken, which consists of learning contexts and increasing abilities.

CONCLUSION

This study shows a correlation between the three variables: personal responsibility, self-regulated learning and autonomy learning. This linkage shows the urgency of cultivating student personal responsibility so that students can regulate the learning process independently. It is a challenge because of technological developments that are integrated into learning. The recommendation of this research for further studies is that a guidance model can be given to students in tertiary institutions which can support an increase in personal responsibility which is constructively appropriate, namely the heutagogy model. so that research on the development of development interventions can be carried out and also measurements of personal responsibility scales can be developed according to the needs of higher education settings.

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