THE RULE OF SELF REGULATED LEARNING METHOD STRATEGY AND SELF EFFICACY TO CONCEPTUAL APPLICATION

Yowelna Tarumasely[a*], I Nyoman Sudana Degeng[b], Punaji Setyosari[c], Dedi Kuswandi[d]

[a]Instructional Technology, Graduate Program, Universitas Negeri Malang, Indonesia Email: *[a]yowelnatarumasely@gmail.com
[b]Instructional Technology, Graduate Program, Universitas Negeri Malang, Indonesia Email: nyoman.sudana.d.fip@um.ac.id,
[c]Instructional Technology, Graduate Program, Universitas Negeri Malang, Indonesia, Email: punaji.setyosari.fip@um.ac.id
[d]Instructional Technology, Graduate Program, Universitas Negeri Malang, Indonesia, Email: dedi.kuswandi.fip@um.ac.id

Abstract
The purpose of this study is to analyze the rule of self regulated learning method strategy and self efficacy to conceptual application as learning outcomes for second semester on Christian Religious Education students. Research subjects were 96 people divided into two groups namely the experiment and control groups. Data were obtained through Neil's self-efficacy questionnaire and tests to measure the learning outcomes of conceptual application. Data analysis were done using two-way ANOVA. The results show that there are differences in the learning outcomes of the conceptual application between learning strategies (self regulated learning and teacher regulated learning) with different levels of self efficacy (high and low levels of self efficacy) (sig 0.001 <0.05). There is an interaction between learning strategies with self efficacy based to the learning outcomes of conceptual application (sig 0.003 <0, 05). It can be concluded that self regulated learning method strategy and high self efficacy have better influence on the learning outcomes of students' conceptual application.

Keywords: Self regulated learning method strategy, self efficacy, conceptual application.

INTRODUCTION

The importance of the conceptual application as a form of basic mastery of students towards the lessons that have been delivered by educators, is also felt necessary for students of the second semester Christian Religious Education study program at the Institut Agama Kristen Negeri Ambon especially for learning theory courses. Considering that the second semester students are categorized as new students in the world of higher education, thus requiring the process of adjusting to the academic climate in tertiary institutions, one of which is a learning strategy. Learning strategies in higher education are different from learning strategies obtained in secondary schools, where teachers are more dominant than students, students are only listeners, that teachers have more role in regulating student learning, about when, where, what sources will be used until how the student is learning or teacher centered learning (TCL).

According to VenkatRaoVishnumolakala et al., (2017) the dynamics of learning on TCL that occur tend to make students as recipients of information (passive recipients) without considering them to actively participate, thus making students lack independence in learning, lack of motivation to try, lack of ability to transfer knowledge possessed, lack of self-confidence in their own abilities, lack of ability to regulate themselves in learning, and also make them not ideal in developing thinking skills. Learning strategies at college students require them to be more active compared to lecturers. Students must be given the opportunity to arrange their own learning about when, where, what resources will be used to how to learn in higher education as a method of strategy.

Learning strategies that are in line with the nature of learning in higher education are learning strategies that provide opportunities for students to organize themselves for learning

or self-regulated learning that here and after will be referred to SRL. SRL is an activity in which individuals who learn actively, arrange, determine learning goals, plan and monitor, regulate and control cognition, motivational behavior and environment to achieve the goals set (Pintrich, 2000; Wolters et al., 2003). Some research results show that SRL strategies are very effective to be used as learning strategies to improve learning outcomes in understanding facts, concepts, principles and procedures. Meanwhile, conventional learning in higher education still use TCL in the courses.

SRL strategies help students determine the first step to learning, provide their needs, set their learning goals, explore learning resources, manage time and environment, and apply them effectively to achieve satisfying learning outcomes (Zhu et al., 2016). Pauli (2007) investigated the effect of the SRL strategy in solving mathematical problems independently andNurlaela (2012) reported SRL learning strategies affect learning outcomes. The same thing was also stated by Fasikhahand Fatimah (2013), that SRL method strategies can improve academic achievement (Sadi&Uyar, 2013).

In addition to learning strategies, one of the conditions for learning success is determined by the characteristics of students. According to Dicket al.(2001) states that, *"Information about the group's general characteristics can be very helpful in planning instructions tailored to group needs"*. Student characteristics are all backgrounds that are brought when present in class before learning begins. Reigeluth (2009) explains that optimal learning outcomes are strongly influenced by the application of learning procedures that consider the student's value system, methods, conditions (characteristics), materials and learning objectives. Therefore, lecturers in carrying out learning in class, need to pay attention to the method of subject characteristics and learning