

DIFFERENCES IN SELF-REGULATED LEARNING AMONG STUDENTS IN TERMS OF GENDER

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ABSTRACT

Self-regulated learning are important skills that enable students to control, manage and monitor their own learning. This research aims to determine the differences in self-regulated learning in male and female students. This research uses a comparative quantitative method with t-test analysis. Data was collected through a questionnaire based on a scale adapted from Lili Nur Indah Sari's 2013 Self-regulated Learning scale based on aspects of self-regulated learning by Zimmerman (1989). The sampling technique was proportionate random sampling, totaling 75 people consisting of 26 men and 49 women. The results show that there is a significant difference between the self-regulated learning of male and female students, namely that female students are higher.

Keywords: *self-regulated learning; student ; gender*

INTRODUCTION

Higher education is the level of education after secondary education which includes diploma programs, bachelor's programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture. (Directorate General of Learning and Student Affairs, 2018). In higher education there is a lecture process that is related to the learning process that students go through with lecturers. When you become a student you will face the difference between college life and life as a student. Students will face a journey full of challenges, both in terms of academics and personal life.

The learning process in higher education requires students to be actively involved, learn independently, develop a deep understanding of subjects, and develop critical skills necessary for success in the academic and professional world. (Pamungkas & Prakoso, 2020). Apart from that, the ability to collaborate with colleagues and utilize available resources is also important for students. So, to achieve an effective learning process and achieve academic achievement for students, individuals must have good understanding, obligations and skills as well as ways of self-regulation in learning "self-regulated learning". (Fasikhah & Fatimah, 2013).

Currently, it is seen that the majority of college students without basic self-regulation skills, experience difficulties such as the ability to set academic goals and failure

in identifying appropriate learning strategies. (Bembenutty, 2011). This is caused by their lack of understanding of the importance of managing their own learning process. This lack of understanding can be seen in their attitude when completing assignments or only studying when ordered and before exams. Therefore, not all students have the ability to organize their learning well during lectures (Pravesti et al., 2022).

Self-regulation means the ability to develop knowledge, skills and attitudes that can be carried from one learning context to another (Boekaerts, 1999). Meanwhile, self-regulated learning is a process carried out by students with predetermined strategies and self-regulation to improve academic achievement (Zimmerman & Schunk, 1989). This explanation explains that self-regulated learning or the ability to control learning independently is an integral part of the learning process (Pravesti et al., 2022). As explained Chung (2000), learning is not only influenced by external factors but is also influenced by internal factors that are self-regulated.

Student management of learning (self-regulated learning) not only supports their understanding and development of effective learning strategies, but also helps them identify lack of understanding and the need for assistance in the learning process. Therefore, it can be concluded that student learning arrangements are very important. Understanding how they manage their own learning can provide valuable insight. This can be achieved by explaining whether students' learning management practices exist or not in the learning process, as well as providing the necessary support for students in developing and maintaining their learning management. (Pravesti et al., 2022). Apart from that, gender also plays a role in success in self-regulated learning (Virtanen & Nevgi, 2010). The possibility of differences in self-regulated learning abilities between male and female students will be identified through this research.

RESEARCH METHODS

The research method used in this research is comparative quantitative research. Quantitative research is inferential research using data collection research instruments, statistical data analysis and drawing conclusions based on the results of predetermined hypothesis testing. Meanwhile, the comparative method is comparing the similarities and differences of one or more variables in two or more different samples (Sugiyono, 2019). The sampling technique uses proportional random sampling. The subjects in this research were active students from University

Data collection used a scale method adapted from Lili Nur Indah Sari's Self-regulated Learning scale (2013) based on aspects of self-regulated learning by Zimmerman (1989). The measurement scale used is a Likert scale with four alternative answers, namely very suitable (SS), suitable (S), not suitable (TS), and very inappropriate (STS). This scale has 38 valid items with item validity scores ranging from 0.319 - 0.671 and item correlations ranging from 0.342 - 0.653. Data was collected through a questionnaire which was filled out directly by respondents via Google Form.

The data analysis technique used is the independent sample t-test from the results of the normality and homogeneity assumption test using the SPSS version 25 program. Analysis of this data is to answer the research hypothesis that there is no significant difference in self-regulated learning between male and female students (H_0) or there is a significant difference in self-regulated learning between male and female students (H_a).

RESULTS AND DISCUSSION

In the assumption test in this research, the test results are explained normality and homogeneity test of data, as follows:

Table 1. Group statistical results

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
SRL	Man	26	88.2692	4.72912	.92746
	Woman	49	92.2857	5.15186	.73598

Table 2. Data normality test

Tests of Normality							
	Gender	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
SRL	Man	.163	26	.072	.933	26	.091
	Woman	.118	49	.084	.969	49	.223

Table 3. Data homogeneity test

Test of homogeneity of variance					
		Levene Statistics	df1	df2	Sig.
SRL	Based on Mean	.049	1	73	.826

Based on the data above, the respective significance value for male students is

0.072 and female students is 0.084. So, it can be concluded that the data has a normal distribution. Next, test the homogeneity of the data described in table 2. From table The value is the sig value. $0.826 > 0.05$. This means that homogeneity analysis using Levene's Test for Equality of Variances states that the data is homogeneous. Data analysis using the independent sample t-test shows the following results:

Levene's test for equality of variances t-test for equality of means									
	F	Sig.	Q	df	Sig.(2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference Lower Upper	
Equal variances assumed	,049	,826	-3,303	73	,001	-4.01648	1.21585	-6.43967	-1.59330
Equal variances not assumed			-3,392	55,033	,001	-4.01648	1.18400	-6.38923	-1.64374

Data analysis shows that the level of self-regulated learning of female students is higher than that of male students. This is shown in the mean level of self-regulated learning for female students of 92.2857 while the level of self-regulated learning for male students is 88.2692. In the t-test analysis value, it was found that the significance value was $0.001 < 0.05$. So it can be concluded that H_a is accepted and H_o is rejected, which means there are differences in the self-regulated learning of male and female students.

Based on the research results, there are differences *self-regulated learning* in male and female students. Virtanen & Nevgi (2010) in his second research relating to gender differences in self-regulated learning, it was explained that the average results of female students compared to male students were generally slightly higher in the SRL sub-dimensions, both in Forethought of Learning and in Strategies in Learning. *Self-regulated learning* What students have is influenced by the situations in their environment and also depends greatly on the social support they receive (Rachmah, 2015). The environment encountered by female students gives them the opportunity to provide support and attention to each other regarding the development of their self-regulated learning, so that these environmental conditions further strengthen efforts to improve self-regulated learning. (Saputra et al., 2018). Previous research also explains that ability in self-regulated learning is an important factor that contributes to student success in the academic sphere and concludes that female students in vocational high schools (SMK) show superior self-

regulated learning abilities compared to male students in vocational school(Saputra et al., 2018).

Someone who has effective self-regulation skills will be able to control the way they learn. In the learning process, individuals who have good self-regulation abilities will apply cognitive processes, which include planning about what they want to achieve, how to achieve it, and the learning strategies that will be used. A person with effective self-regulation abilities is not only limited to thought processes, but also acts according to the plans they have made and evaluates the results of those plans. Finally, individuals who have good self-regulation abilities will evaluate themselves in relation to achieving the goals they have set(Saraswati, 2017).

CONCLUSIONS AND RECOMMENDATIONS

By referring to the findings and analysis presented in this research, it can be concluded that female students have better self-regulated learning skills than male students. Students who are able to apply self-regulated learning have the advantage of developing deeper understanding, increasing information retention, and achieving better academic achievement. The self-regulated learning process involves steps such as setting clear learning goals, planning effective learning strategies, managing time well, monitoring progress, and evaluating learning outcomes. In addition, further research can be carried out by comparing self-regulated learning between groups of students with different characteristics and can see the development of self-regulated learning over time and provide insight into changes in student learning strategies.

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