IMPROVING INSTRUMENTS OF STUDENTS’ SELF-REGULATED LEARNING

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Abstract

The research aims to arrange and develop students’ self-regulated learning instrument that can be relied on consistently. The methods used is a model of theoretical development. The research was held in FMIPA UNY, in the first semester in academic year 2009/2010. The population are FMIPA UNY students of mathematics education department. The samples were chosen by cluster random sampling method. The selected class is a class C PMatNR Prodi's in 2007, Prodi PMatR in 2007, and Prodi PMatR in 2008. Based on the result of the research, it showed that: (1) The arranging and developing the students’ self-regulated learning instrument in this research was done by eight steps theoretical review. (2) The students’ self-regulated learning instrument that was arranged had a good validity, shown by content validity with expert judgment, construct validity with factor analysis, and empiric validity with Pearson product moment correlation. The testing of the construct validity by the factor analysis with the exploratory method extracted six factors based on the estimating theory, namely: (a) Independence of others, (b) Have self-confidence, and (c) Behaving discipline (d) Having a sense of responsibility, (e) Behaving based on their own initiative, and (f) Perform self-control. (3) The reliability of the students’ self-regulated learning instrument that had been arranged and developed in this research included an enough category that was shown by the high alpha reliability coefficient that was 0.8797.

Key words: instrument of students’ self-regulated learning