The Measures Of Self-Regulated Leaners In Learning Form Four History

Yong May Lee [1] & Yeo Kee Jiar [2]

[1]Faculty of Education, Universiti Teknologi Malaysia 81310 Johor, Malaysia

ABSTRACT : Intensive review of literature proposed that research on Self-regulated Learning (SRL) should be integrated into subjects in the classroom and thus, provides comprehensive picture and rich information for teachers and policy makers to design appropriate learning contexts for the Form Four students to learn History. The main purpose of this study is to investigate the motivation, learning strategies and achievement of Form Four students in learning History before and after the intervention program.

Keywords : Self-Regulated, Learners, History

1.0   INTRODUCTION

Self-regulation is one of the most attractive areas in psychology studies and numerous researches have been conducted to study self-regulation (Ng, 2010). In educational and academic field, self-regulated learning (SRL) has been considered as an important process that could help to explain different achievement levels of students and help them to improve their achievement (Boekaerts, Pintrich, & Zeidner, 2000). Self-regulated learners are aware of when and how to use specific type of learning strategies. Pintrich (1995) describes self-regulated learning (SRL) as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals and the contextual features in the environment" (p.5).

Intensive literature reviews reveal that the researchers in the area of self-regulated learning in Malaysia are more likely to examine the factors and predictors that affect students SRL. However, they do not integrate SRL strategies in specific subject content and examine the effectiveness of SRL strategies to improve students' motivation, learning strategies and achievement for that subject, especially in conventional learning environment.

In order to be aware of their general academic strength and weaknesses, students need to self-regulate their cognition, metacognition, motivation, learning resource and environment. Students may have certain level of self-regulative knowledge, but they may not know how to sufficiently implement SRL strategies in their learning process. Thus, they must be taught knowledge and skills about how to regulate engagement in tasks to optimize their learning processes and outcomes.

SRL strategies "are actions and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions of learners" (Zimmerman, 1989b: 329). SRL strategies are self-initiated and self-motivated learning strategies that must be taught to students in order to enhance their learning. Thus, this study aims to introduce intensive SRL strategies which are related to Form Four History and guide students to implement the SRL strategies through intervention program.

2.0 BACKGROUND OF THE STUDY

History is a core subject in secondary learning level in Malaysia and is a must-pass subject in PMR and SPM (starts year 2013) (Sunday Star, 2010). However, students face difficulties and troubles as they do not have effective learning strategies to master History learning material. Local researcher, Tor (2004), in her action research project, has indentified problems of learning History subject among a group of Form Four students. She indicates that students behave passively during History class, they do not go through deep learning and logical thinking process; and they eventually show superficial understanding towards this subject. Thus, students encounter difficulties to memorize and elaborate important facts of History learning material. This is a common fact for teaching and learning History subject in Malaysia, especially for students who have low academic achievement (NEA Today, 2003). In the panel meeting of History subject which held in Johor Bahru in July 2008, students low achievement in this subject has become a discussion issue (Meeting report, 2008).

Learning History subject is not only memorize the facts of past. According to Chapin (2007), history is the past experiences of a society. History is taught, and learned based on historical understanding and historical thinking skills, including chronological thinking, historical analysis and interpretation, and historical research capabilities. Effective learning History need will and skill, and this assumption is in line with SRL which emphasizes students effort and skills to self-monitor and self-evaluate, to decide and choose how and why to use specific learning strategy in order to attain the desire goals.

Intervention program of SRL strategies in this study involves four areas of regulation, such as regulation of cognitive and metacognitive, regulation of motivation, regulation of resource management, and regulation of learning environment. Students learn how to plan, monitor, control and react to the changes of each context in order to achieve their objectives. Proper implementation of SRL strategies helps students to train their mind and also cultivate positive mindset in the process of learning.

3.0 RESEARCH OBJECTIVES

This study is aimed

1. To identify motivation, learning strategies, and achievement of Form 4 students in learning History subject before and after the intervention of self-regulated learning strategies
2. To determine the effectiveness of the intervention in improving Form 4 students' self regulated learning strategies in learning History
3. To investigate the application of self-regulatory strategies among Form 4 students in learning History subject after the intervention of self-regulatory strategies

4.0 MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE (MSLQ)

MSLQ was developed formally since 1986. There were three major waves of data collection with previous versions of the MSLQ with students from three institutions: 1986, included 326 students; 1987, included 687 students; and 1988 included 758 students. The researchers analyzed the data, rewrote items, and refined the conceptual model underlying the instrument (Pintrich, Smith, Gracia, & McKeachie, 1991).
From literature, researchers were making quantitative test of the constructed theory which consisted of motivation and learning strategies scales. Motivational attitudes and deployment of various learning strategies may differ depending upon course characteristics, teacher

demands, and individual student characteristics. Accoding to Pintrich and other researcher (1991), the items show sound structures, and can be claimed factor validity for the MSLQ scales.

5.0 HISTORY EVALUATION TEST (HET)

HET is a self-construct achievement test which tends to measure content knowledge such as facts, and History concepts. It also measure History learning skills such as organizing, memorizing, summarizing, and elaborating the learning material of History.

Extensive and comprehensive literature study had been done before establishing the HET. Text books, variation of Form Four History exercise books, History reference books for SPM (Sijil Pelajaran Malaysia), and also Curriculum Specification of form four History were intensively reviewed. Feedback from expert History teachers in topical has ensured the domain and content appropriateness of HET 1 and HET 2.

Therefore, in this study, three form four History teachers, who have at least three years of teaching form four History experience in secondary schools, and one panel teacher who has four years of marking SPM History exam papers, were requested to review both set of HET. They verified the items in HET and ensured that the test items were the content taught over the entire year of form four. Further, to ensure the item validity of HET, these teachers also checked and confirmed each individual item to determine whether the item measures the content area are taught in form four.

6.0 SELF-REGULATED INTERVIEW SCHEDULE (SRLIS)

SRLIS is a theory-guided, structured interview protocol. It measures self-regulated learning as an aptitude (Winne & Perry, 2000), which can be used to predict students future learning behavior. Items on SRLIS are designed to collect and combine students responses of self-regulatory behavior over time by using frequency rating such as "most of the time", "frequently", "occasionally" and "seldom".

Extensive literature research shows that content validity of SRLIS is ensured on its careful construction and to measure what it is supposed to measure. SRLIS was first described in mid 1980s and has been used extensively since that time (see Winne & Perry, 2000; Zimmerman 1989, 1994, 1998, 2000; Zimmerman & Bandura, 1994; Zimmerman & Kitsantas, 1997; Zimmerman & Martinez-Ponz, 1986, 1988, 1990).

To establish content validity of SRLIS in this study, an expert panel in the educational psychology has examined the objectives of the study, the items on SRLIS and the interview protocol. They had verified and confirmed the appropriateness of items on SRLIS and interview protocol to measure student application of SRL strategies after intervention.

7.0 CONCLUSION

There are others aptitude measure of SRL and will continue to provide comprehensive and useful information regarding students SRL behavior. However, all research instruments used in this study would appropriately answer research questions that derived from the research objectives of this study. All instruments are interrelated and able to provide comprehensive and in-depth information regarding students' learning and application of SRL strategies in the real time classroom learning and task completion. For example, students who undergone intervention show improving motivation and learning strategies on MSLQ may not adapt SRL strategies in the daily learning. Through interview by using SRLIS, researcher gets further

information regarding students' effort of SRL strategies application in History class after the intervention.

REFERENCES

Boekaerts, M., Pintrich, P., & Zeidner, M. (Eds.). (2000). Handbook of self-regulation. San Diego, CA; Academic Press.

Chapin, J. R. (2007). A practical guide to middle and secondary school studies (2nd ed.). NY: Pearson Education, Inc.

Ng, Melissa L. Y. (2010). Self-regulated learning. Theory and Application. Pulau Pinang, USM Press.

Pintrich, P. R. (1995). Understanding self-regulated learning. In P. R. Pintrich (Ed.), Understanding self-regulated learning (pp.3-12). San Francisco, CA: Jossey-Bass.

Pintrich, P. R., Smith, D. A., Gracia, T., & McKeachie, W. J. (1991). A manual for the use of the Motivational Strategies for Learning Questionnaire (MSLQ). University of Michigan: National Centre for Research to Improve Postsecondary Teaching and Learning.

Winne, P. H., & Perry, N. E. (2000). Measuring self-regulated learning. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation (pp.532-566). Orlando, FL: Academic Press.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. Journal of Education Psychology, 81 (pp. 329-339).

Zimmerman, B. J. (1989b). A social cognitive view of self-regulated academic learning. Journal of Educational Psychology, 81 (3), 329-339.

Zimmerman, B. J. (1994). Dimensions of Academic Self-regulation: A Conceptual Framework for Education. In D. H. Schunk & B. J. Zimmerman (eds.), Self-regulation of learning: Issues and education applications (pp.3-21). New Jersey: Lawrence Erlbaum Associates.

Zimmerman, B. J. (1998). Academic studying and the development of personal skill: A self-regulatory perspective. Educational Psychology, 33, 73-86.

Zimmerman, B. J. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional model. In D. H. Schunk & B. J. Zimmerman (eds.), Self-regulated learning: From teaching to self-reflective practice (pp.1-19). New York: Guilford.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive persective. In M. Boekarts, P. Pintrich, & M. Zeider (Eds.), Self-regulation: Theory, research, and application (pp.13-39). Orlando, FL: Academic.

Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. America Educational Research Journal, 31, 845-862.

Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from processes to outcome goals. Journal of Educational Psychology, 89, 29-36.

Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self regulated learning strategies. American Educational Research Journal, 23, 614-628.

Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. Journal of Educational Psychology, 80, 284-290.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. Journal of Educational Psychology, 82, 51-59.