

How to Design Learning Activities That's Created SLR Type Students?

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Abstract

The teacher acts as a mover, motivator, and mentor in student learning activities. Teachers also act as mentors to other teachers and agents of transformation in the education ecosystem in schools. This study aims to describe the pattern of teacher learning planning in shaping students' Self-Regulated Learning (SRL) in learning mathematics. This lesson plan was carried out by a mathematics teacher to class VII students in Junior High School. There are stages of thinking, performance, and reflection based on in-depth interviews with mathematics teachers about lesson planning. The beginning of the thinking stage includes learning initiatives, diagnosing learning needs, setting learning goals, and viewing difficulties as challenges. The performance stage begins with selecting and determining learning strategies, utilizing media and facilities, and looking for relevant learning resources. The reflection stage is carried out by monitoring, regulating, and controlling learning as well as evaluating the learning process and results. The right lesson planning from the teacher makes triggers for students to do SRL in learning mathematics so that students can learn independently to realize the achievement of learning mathematics outcomes.

Keywords: Design Learning Activities, Self-Regulated Learning

INTRODUCTION

Freedom of thought must exist in the teacher first before it occurs in students (Bunga & Persada, 2019). Increase teacher motivation and build a fun learning paradigm to improve education quality (Apandi, 2020). The synergy between teachers and students as educational stakeholders makes learning activities a reality (Astuti & Wangid, 2018). The teacher acts as a driver who always motivates, guides, moves, and monitors students in carrying out learning activities by the objectives. Teachers also act as mentors for other teachers to become role models and agents of transformation in the education ecosystem in schools. Freedom of learning gives students the freedom to regulate how they learn according to their goals so that students can try to think about the stages of learning without being forced and without being forced.

Understanding SRL according to the child's age development shows positive learning behavior (Jeong & Frye, 2018). SRL in female students is better than male students at the level of mathematical competence (Bishara, 2016). Students often use self-regulated strategies that have a positive impact on mathematics learning achievement, confidence, intrinsic motives, motivation, affective, and SRL (Risemberg & Zimmerman, 1992; Chatzistamatiou et al., 2015; Yıldızlı & Saban, 2016; Lee et al., 2019). SRL makes students learn mathematics as a fun lesson, builds self-confidence, can set achievement targets for themselves, and monitor the learning process more meaningful in everyday life (Yıldızlı & Saban, 2016:1). SRL is not only obtained in the classroom but can be obtained in the school and family environment (Yıldızlı & Saban, 2016:14). With the SRL students try to make plans for learning mathematics achievement, solve math problems, are resistant to challenges, and have more time to complete

assignments (Yıldızlı & Saban, 2016:4). It can be concluded that SRL in students with age and gender control shows a positive influence on learning behavior, attitudes, motivation, and self-confidence so that it makes them understand, set goals and monitor the learning process.

The concept of self-regulated learning is usually considered a characteristic of individual students (Beishhuizen, 2008). All students are assumed to be able to realize the strengths and weaknesses of their potential in learning SRL so the process requires a time of preparation, monitoring, and effort to obtain learning outcomes according to their objectives (Zimmerman & Schunk, 1989). Self-regulation is an independent regulation of thoughts, feelings, and actions that are planned, and the cycle is adjusted to the achievement of personal goals. Emotional decision-making is the main factor in solving learning problems in designing independent learning systems (Bozinovski & Bozinovska, 2001). The process begins with self-observation and orientation of the task received and then tries to observe the influence of emotions, motivations, behavior, environment, and cognitive processes to be able to decide

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which maximizes or hinders learning (Molinos, 2014) and this book is another gift to all of us who care about good teaching and helping students become autonomous, deep learners. —John Zubizarreta, Professor of English, and Director of Honors & Faculty Development, Columbia College —...a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However, relatively few students will implement new strategies if they are not required to do so by instructors. Nilson shows how to seamlessly introduce learning strategies into classes, thereby maximizing the possibility that students will become self-regulated learners who take responsibility for their own learning. —Saundra McGuire, Assistant Vice Chancellor (Ret.). Self-observation is very important to design and evaluating personal interventions in a learning environment that can generate motivation for effective learning behavior (Halem, 2020). With the ability to observe yourself, you are expected to be able to make the best decisions to implement SRL by monitoring and managing cognitive processes and able to raise awareness to control emotions, motivation, behavior, and learning environment, to motivate effective learning behavior.

After the process of self-observation and task orientation, the next step is to enter the next stage SRL. The process of self-regulation and belief enters into three phases of the cycle, namely: thinking, performance, and self-reflection (Zimmerman, 2005). Thinking refers to the cognitive processes that precede attempts to act and organize them. The performance involves the motor processes that occur during influencing attention and action. Self-reflection involves the process after the performance effort that occurs and influences a person's response to make his experienceable change thinking to try to pursue the next behavior in completing the cycle SRL. Learning SRL is implemented by habituation of learning patterns that can foster an attitude of self-awareness of students doing self-regulation in the learning process (Koro et al., 2017). Stages SRL can be simplified by starting with self-observation and task orientation followed by a process of self-regulation and belief through thinking, performance, and self-reflection.

Most researchers studying SRL focus on learning styles, mentoring and directing SRL, but for the system/pattern of self-regulation to achieve goals, it needs to be discussed in detail (Boekaerts, 1999). Other studies have also been conducted related to SRL which is often associated with self-confidence, learning achievement, motivation, and behavior according to age and gender (Lee, et. al, 2019; Jeong & Frye, 2018; Bishara, 2016) we considered the different impact two methods of teaching had on pupils' ability to solve complex math problems. The methods considered

were: self-regulated study and traditional teaching. We also examined the pedagogical consequences the differences made among the population of pupils with learning disabilities in special education classes within the standard elementary school system. In addition, we examined gender difference and its influence on the ability to solve complex math problems. The research assumption was that self-regulated learning will promote pupils' achievements more than the traditional approach because it presents pupils with word problems, research tasks, concept presentation using illustrations and mathematical representations; comprehension of math properties, terms and the conceptual connections between them. The self-regulated approach to learning consists of a process that puts an emphasis on pupils' active engagement with the study material wherein the traditional method of teaching, the emphasis is on the teacher and her frontal teaching time leaving pupils passive. There were forty (40; Yıldızlı & Saban, 2016; Chatzistamatiou, et. al, 2015) academic emphasis, teacher trust, and student trust. Differences in age and gender in SRL affect learning outcomes, but to know the teacher's learning planning in forming SRL in mathematics lessons with a diversity of student potential has not been studied. The update of the results of this study is expected to contribute knowledge about teacher learning planning in forming SRL in learning mathematics.

METHOD

Research Approach and Subject

This research is a case study research using a descriptive qualitative approach that aims to explore the lesson plans of the seventh-grade mathematics teacher when it triggers students to do the same SRL in learning mathematics. The subject of the study was a seventh-grade junior high school teacher who accepted students from various diverse backgrounds so that students experienced the adjustment to the new learning system and the environment from elementary school to junior high school. The subject was selected by a purposive sample of the teacher who triggered its students in learning mathematics.

Data collection

Collecting data using direct observation and in-depth interviews with teachers in planning learning to form students in learning mathematics. On pIn this qualitative research, the researcher acts as the main instrument in collecting data directly in the field and is equipped with other supporting data. Collecting data using observation and in-depth interviews with research subjects. The making of instrument guidelines needs to be focused on the stages to be studied related to SRL and then broken down into instrument indicators that are used as a reference for making observation sheets and interview guidelines. The aspects that will be studied include three

stages, namely: (1) Students' thinking/ability to select, combine, and coordinate cognitive strategies in an effective way; (2) Student performance/ability to direct learning; (3) Reflection/system of self-regulation and directed goals (Zimmerman, 2005; Boekaerts, 1999; Yang, 2005; Brown, 2014; Zimmerman & Schunk, 2015; McCardle et al., 2017 and Koro et al., 2017). While the indicators used to make the instrument are (1) Learning initiatives; (2) Diagnosing learning needs; (3) Setting learning objectives; (4) Seeing difficulties as challenges; (5) Selecting and establishing learning strategies; (6) Utilizing media and facilities; (7) Finding relevant learning resources; (8) Monitor, organize and control learning; (9) Evaluating the process and learning outcomes (Boekaerts, 1999; Pintrich, 1999; Zimmerman & Schunk, 2015; Zimmerman, 2015; Bozinovski & Bozinovska, 2001; and Simanjuntak, 2018) "ISBN": "978-94-6252-457-6", "abstract": "University students are categorized as digital natives group who use internet frequently in their daily life. Several studies mentioned that internet affects the way university students learn and socialize with peers. Referring to the university context, first year of university is a crucial periode where students learn to adjust with academic and social aspects after transforming from highschool period. Thus, first-year students are assumed to be more vulnerable to internet addiction due to academic and social adjustment issues. First-year students will look for support and escape from uncomfortable adjustment situation by accessing the internet. Regarding this situation, self-regulated learning (SRL).

RESULTS AND FINDINGS

Research data exposure

1. Thinking

In the thinking stage, there is an encouragement of the teacher's mathematics learning initiative toward the students. The teacher provides encouragement for learning initiatives

at the beginning and at the end of the lesson to bring up the desire to learn from within students so that the initiative appears to intend to learn mathematics. The teacher does not give a specific target for the achievement of learning outcomes, but the teacher gives the students the freedom to plan to achieve it. The way to do this is by providing an explanation and understanding to students that mathematics is tiered so that it motivates students to achieve it gradually. Next, the teacher tries to diagnose the students' need for learning mathematics by helping identify their learning problems. This is done by assisting in solving mathematics learning problems according to priorities. The teacher does not help to show the main causes of learning problems in mathematics, but the teacher only predicts the causes of difficulties in learning mathematics and then makes learning mentoring strategies. The teacher sets the goals of learning mathematics by showing the learning objectives, achievement plans, and priorities for learning mathematics goals. In addition, the teacher views the difficulty of learning mathematics as a challenge for students to face. This is done by the teacher by showing difficulties in learning mathematics and then showing strategies to deal with them and generating confidence in facing the challenges of learning mathematics. The teacher sets the goals of learning mathematics by showing the learning objectives, achievement plans, and priorities for learning mathematics goals. In addition, the teacher views the difficulty of learning mathematics as a challenge for students to face. This is done by the teacher by showing difficulties in learning mathematics and then showing strategies to deal with them and generating confidence in facing the challenges of learning mathematics. The teacher sets the goals of learning mathematics by showing the learning objectives, achievement plans, and priorities for learning mathematics goals. In addition, the teacher views the difficulty of learning mathematics as a challenge for students to face. This is done by the teacher by showing difficulties in learning mathematics and then showing strategies to deal with

Study initiative	(P) Does the teacher encourage students to take the initiative in learning mathematics? and how does the effort encourage the initiative? (G) Yes, I often do it at the beginning and end of math lessons. (P) Does the teacher encourage students to study mathematics together? (G) Yes, at the beginning of every lesson but not necessarily together, I allow students to take the initiative to learn in their way
Diagnosing learning needs	(P) What are the difficulties of grade VII students today? (G) Integers related to the multiplication of numbers 6, 7, 8, and 9 so that the difficulty has an impact on science lessons related to multiplication. (P) What is the main cause of difficulty in multiplying 6,7,8,9? (G) The possible reason is that this seventh-grade student when he was in grades 5 and 6 in elementary school, was still doing online learning because of the covid 19 pandemic, so there were still many difficulties.
Setting study goals	(P) Is there a priority to achieve mathematics learning objectives for students? and how to indicate the priority of achieving learning objectives? (G) Yes, there must be, so that students have the enthusiasm to learn and try to achieve it. I try to look at the stages of learning mathematics, if there are stages that have not been reached then it becomes a priority before reaching the next stage.
Seeing adversity as a challenge	(P) Are difficulties a challenge or obstacle in learning mathematics? (G) Yes, some students consider it a challenge to learn mathematics because they want to be able to, but some students consider it an obstacle to learning mathematics because they think mathematics is difficult. (P) How does the teacher show students how to face challenges or difficulties in learning mathematics in the multiplication of 6,7,8,9? (G) Using arithmetic, multiplication tables, and routine memorization, I even freed students to find ways that students thought were easy, sometimes watching tutorials on youtube.

them and generating confidence in facing the challenges of learning mathematics.

2. Performance

At the performance stage, the teacher carries out activities that are not helpful but only show students how to determine mathematics learning strategies according to student learning styles, but not all of them. Students are allowed to discover and use it in learning mathematics to achieve their learning goals. In the next indicator, the teacher shows the media and facilities that will be used in learning mathematics, besides

that the teacher also helps students if they find difficulties in using the media and facilities that will be used in learning mathematics. The teacher does not only use one learning resource but also combines relevant learning resources that are accessed via the internet, besides that the teacher also gives students confidence and freedom to find relevant learning resources. This is because students are allowed to use laptops for their learning activities, thus helping students to access the internet and look for learning resources. The use of laptops is only limited when learning activities in class, after that activities in the dormitory study with friends.

Selecting and setting a learning strategy	(P) Does the teacher help show students learn strategies for mathematics? (G) Yes, but I don't show all of them. (P) Why not show all of them to students? (G) Let students also try to find math learning strategies and try them out for themselves. (Q) Does the teacher help determine how to learn mathematics for students? (G) Yes, I saw the students first, if there are students who don't know how I try to help determine it but more students determine how to achieve their learning goals
Utilizing media and facilities	(P) How do teachers plan mathematics learning media to make it easier for students to learn? (G) I teach mathematics using media to make it easier for students to accept mathematics lessons the media need not be expensive, but media that are easily obtained in the surrounding environment. (P) Does this mean that teachers only use concrete media? (G) No. I also use PPT media, videos, and animations to make mathematics contextual so that it is easy for students to understand, even I also combine various media. (P) Does the teacher help students use learning tools? And why do you need help in the first place? (G) I only help at the beginning and supervise it, then I give trust to students to use math learning tools so that children are directed and not abused for activities outside of learning
Looking for relevant learning resources	(P) Does the teacher also give directions to students in choosing mathematics learning resources? (G) I advise in advance to students so that they understand how to plan the mathematics learning resources used. (P) Are students also allowed to access the internet to obtain mathematics learning resources? the fund does the teacher provide a reference for learning mathematics resources? (G)Ooo.... okay, in class students may bring laptops and access the internet, but when in the dormitory laptops are collected and students study with their friends or seniors. SI also provides references for learning mathematics resources in the form of books or e-books, while for other supporting sources students look for themselves

3. Reflection

At the stage of monitoring, regulating, and controlling students' mathematics learning, the teacher encourages students to design mathematics learning outcomes by encouraging students to make individual and group study schedules within a certain period. Students are given the freedom to make their study plans so that students can determine their learning achievements and make their motivation to achieve them.

Based on the design of student learning outcomes, the teacher then monitors the learning outcomes that have been achieved by students. Furthermore, the evaluation of the process and results of learning mathematics is done by the teacher. This is because the teacher reads, researches, and re-evaluates the students' mathematics learning outcomes which are the priority for improvement so that the teacher encourages students to organize their learning activities independently

Monitor, organize, and control learning	(P) Should the student achievement plan be submitted to the teacher? and when do teachers monitor students' math progress? (G) Yes, it is submitted to the teacher, as my reference to monitor the achievement of learning outcomes. I monitor according to the mathematics learning achievement plans made by students, usually, students who have achieved will report their learning results to me before the planned deadline. But if there are students who have not reported their learning outcomes, I called them to ask about the obstacles in learning mathematics.
Evaluating learning processes and outcomes	(P) Does the teacher share the students' work? and after being distributed to students, then something went wrong. Did the student accept the result or did the student ask again why this was blamed? (G) Yes, I give it back to the students and usually I mark the wrong part with a circle so students know it. (P) In what section does the teacher often mark if the student's work is wrong? (G) The process section finds the results, especially in the multiplication process section. (P) How do teachers evaluate students' mathematics learning outcomes? (G) I do it at a certain time, for example, once a week or several meetings according to the KD (Basic Competence) that will be achieved. It can be seen that some students have achieved and have not achieved it then I give additional assignments to students who can help their friends who cannot, while students who are not able to give assignments to study together with friends who get assignments to help them. I use peer tutors. (P) What are all the KD (Basic Competencies) you want to achieve? (G) No, I only do it for KD (Basic Competence) which is the main priority to improve its achievement

to obtain mathematics learning outcomes according to the objectives.

DISCUSSION

The pattern of learning planning carried out by the teacher at the SRL stage in learning mathematics for class VII students is carried out with the stages of thinking, performance, and reflection. At the stage of (1) thinking, teacher planning, namely: (A) encouraging students to independently intend to bring up mathematics learning initiatives with learning achievement targets planned by students; (B) helping identify student learning problems to solve math learning problems according to priority. The teacher does not show the main cause but only predicts it to make learning mentoring strategies; (C) showing learning objectives, achievement plans, and priorities for learning mathematics goals;

In stage (2) of performance, a teacher plans to learn, namely: (A) shows how to set mathematics learning strategies and then gives confidence to students using special learning strategies to solve math learning problems; (A) shows in utilizing learning media and giving confidence to students using facilities according to functions for use in learning mathematics; (B) integrating mathematics learning resources and giving students confidence and freedom to find learning resources using media and means to access them.

At stage (3) reflection, planning by the teacher is: (B) encouraging and giving confidence to students to design learning outcomes and study schedules; (C) reading, researching, and evaluating student learning outcomes which are priorities for making up. Based on the exposure of observational data and in-depth interviews with the seventh-grade mathematics teacher, it can be simplified that the teacher's planning in forming students' SRL in learning mathematics can be described. The pattern of learning planning by the teacher is illustrated in Figure 1.

The success of conditioning students to become SRL depends on every teacher who has the knowledge and

understanding to make appropriate learning plans and the willingness to do so (Salter & (AARE), 2012). The important role of teachers is for students to form independent learning in class/school because if the teacher wants to be more effective in teaching, the teacher must be an effective learner first (Peeters et al., 2014). Teachers need to create instructional strategies to assist student learning strategies and consider peer-student collaboration (Gonzalez-DeHass & Willems, 2016). At a certain stage, there needs to be a part that must be triggered by a teacher and another part that must be entrusted to students to carry out independently. The trust given by the teacher to students will encourage the achievement of mathematics learning outcomes by the plan. A teacher must have the right planning to form the independence of learning mathematics

A teacher is a role model for students in learning activities so the teacher must be a learning model for students, a learning companion, and a humanist person in conditioning the learning environment to form SRL. Teacher support contributes to student learning activities, then support from student friends (Easter & Laka, 2020). In SRL, cognitive strategies are most often used by students (Imani et al., 2021) including attitudes, knowledge, and skill are developed through a series of learning activities undertaken. Self-regulated learning (SRL). The strategy modeled by the teacher is important in shaping students' SRL and teachers need to acquire students' SRL knowledge (Peeters et al., 2014). Assistance from teachers in planning SRL as an effort to improve students' abilities in planning and managing learning activities, in addition to school policies making conducive and positive learning conditions will help students in the learning process (Gestiardi & Maryani, 2020).

Teacher support according to students' perceptions that a teacher is a caring person, provides encouragement, assists, shows a polite or respectful attitude, and is willing to cooperate with students in the learning process (Easter & Laka, 2020). The teacher independently demonstrates the achievement of learning objectives, believes in the strength of students' SRL, applies to learning goal orientation, supports more humanistic classroom control, and creates a conducive learning environment for the development of SRL (Gordon et al., 2007) goal orientation. Teachers need to help students realize the existence of alleged barriers to learning and motivate students to be challenged to solve them (Guo et al., 2021) who reported their SRL in language and mathematics learning. Results of two-way repeated-measures ANOVAs suggested that students' level of SRL varied by academic subject and gender, and that there were also interactions between subject and gender on the SRL components. Results of two-group structural equation modelling (SEM). Intrinsic motivation of students must be increased by the teacher by inspiring students' curiosity and stimulating extrinsic motivation by encouraging competition among students (Guo et al., 2021) who reported their SRL

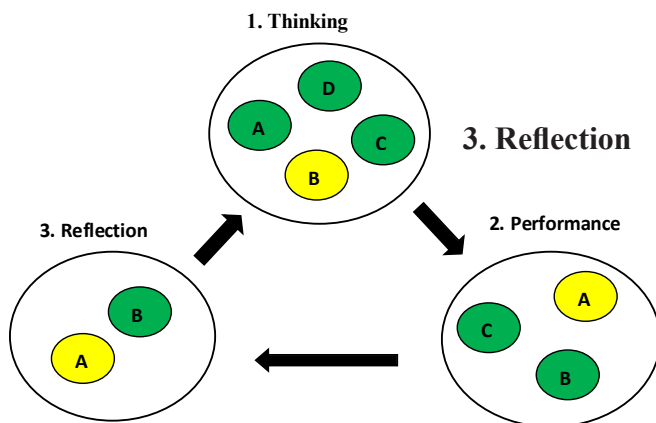


Fig. 1: The pattern of teacher learning planning forms SRL in learning mathematics

in language and mathematics learning. Results of two-way repeated-measures ANOVAs suggested that students' level of SRL varied by academic subject and gender, and that there were also interactions between subject and gender on the SRL components. Results of two-group structural equation modelling (SEM).

CONCLUSION AND RECOMMENDATION

This study concluded that each stage of SRL does not all have to be triggered by the teacher, but some are given to students to do themselves. The SRL stages that must be triggered by the teacher at the thinking stage include learning initiatives, setting goals, and viewing difficulties as challenges while the teacher only predicts the causes of student learning difficulties to develop mentoring plans. At the performance stage, the teacher selects and sets a learning strategy and helps find relevant learning resources, then the teacher gives confidence to students to use media and study suggestions. In the reflection phase, the teacher conducts the process of evaluating the process and student learning outcomes, while monitoring, managing and controlling learning is not all done by the teacher but only a part of the improvement.

SRL for students is very important to be formed in learning mathematics. This study provides several findings that can be used by teachers in general and especially mathematics teachers to form student SRL. Teachers as people who become models in the formation of SRL for students need to make proper planning. In proper learning planning, it is necessary to note that several learning activities must be triggered by the teacher and some must be entrusted to students to do it independently. So that there is a synergy of humanistic learning activities carried out by teachers and students in a learning environment that is conditioned to be conducive to the formation of SRL.

This study has limitations in gathering information related to teacher learning planning. The source of information in this study was only graded VII mathematics teachers in a junior high school so it is also necessary to collect information from other subject teachers. This is because grade VII students have to make adjustments to their learning activities and learning environment, so they need an appropriate learning plan. Therefore, further research is needed to obtain detailed information from various teachers in grade VII and different schools.

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