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Analysis of Students' Self-Regulated Learning on Prospective Elementary School Teachers' Gender Differences

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ABSTRACT

Eliminating gender in education is one of the SDGs' (Sustainable Development Goals) targets in which previous research has examined gender in its correlation to achievement, learning outcomes, learning processes, and learning styles. One thing that is necessary but has not been investigated by previous researchers is the factor causing the differences in the correlation significance in the form of ways of learning and self-awareness as part of Self-Regulated Learning. This research was conducted to investigate the causal relationship between the Self-Regulated Learning of the students of the Department of Primary School Teacher Education of a state university in Surakarta in the 2022/2023 academic year and their genders. This research used a quantitative approach with a comparative research type. The population in this study were all the students of the Department of Primary School Teacher Education in the 2022/2023 academic year using Cluster Random Sampling as a sampling technique. Data collection techniques used closed and direct questionnaires. The data analysis technique used was descriptive statistical analysis and inferential statistical analysis. Based on the calculation results of the Independent Sample T-Test, a significant value of 0.267 > 0.05 was obtained, and the t count was 1.125 < F table of 1.717. The results showed that the Self-Regulated Learning ability of the students of the Department of Primary School Teacher Education in the 2022/2023 academic year has the same average, so the ability of Self-Regulated Learning cannot be differentiated according to gender.

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1. INTRODUCTION

Gender equality in education has become a common discussion in society. This is in line with one of the SDGs' targets, i.e. eliminating gender disparities in education (Sudirman & Susilawaty, 2022). Gender has several meanings. First, gender is a word that comes from English and has a biological meaning of sex (Echols & Sadhily, 1983). Second, gender is a person's identity in a society in terms of

masculine and feminine traits (Fatimah, Sili, & Asanti, 2019). As it is generally known, the recognized gender in Indonesia consists of men who are synonymous with masculinity and women who are synonymous with femininity. Both have different physical and psychological characteristics, which lead to different roles and habits that are commonly practised (Kartini & Maulana, 2019).

The concept of gender is used to identify differences in sociocultural influences between men and women. It is a form of social engineering (social construction) and is not a natural form (Afandi, 2019). The formation of gender differences is formed through a very long process, socialized, strengthened, and socially and culturally constructed by many people through the state and religious teachings (Fatmawati, 2020). Schwartz and Blair (2020) exemplified that men have to be strong and aggressive because of the social construction of gender. The same thing applies to women who have to be gentle. Such things are considered a nature that must be fulfilled in society. However, these are merely strong constructions made by society.

Gender-related studies concerning the impact of different characteristics between men and women have been extensively conducted in education. According to previous research, it is known that gender shows a strong influence on student achievement because the structure and function of male and female brains have slight differences (Utami & Yonanda, 2020). Apart from that, there are also significant differences in problem-solving skills between men and women (Rianto, 2021). This difference is caused by natural differences in which men tend to think more logically. Besides, generally, they are physically stronger, while women are more dominant in using feelings because of their role as mothers (Saeful, 2019). Despite having some differences, there is a less significant correlation between male and female students in terms of their creative skills (Masril et al., 2020), their communication skills (Diandita et al., 2017), and their learning style (Arief et al., 2018; Fitri et al., 2017).

Previous research examined gender in its correlation in the field of education associated with achievement, learning outcomes, learning processes, and learning styles, as well as skills. One thing that is necessary but has not been investigated is the factor of the difference in the correlation significance. These factors can be in the form of learning methods because they are positively related to student achievement (Ernita & Fatimah, 2016) and self-awareness. After all, they are positively related to students' learning outcomes (Fitri et al., 2017). The concept of ways of learning and self-awareness in education has been covered in the concept of Self-Regulated Learning.

The concept of Self-Regulated Learning itself is the use of a process or way of learning that includes thinking skills, thinking process behaviors, and motivated feelings that are continuously pursued to achieve learning goals (Schunk & Zimmerman, 1998). Pintrich and De Groot (1990) characterize Self-Regulated Learning as a continuous adjustment of one's cognitive activities and processes to the demands of a particular learning situation. Zimmerman found that students who have Self-Regulated Learning abilities are characterized by being able to set goals that can be achieved proximally; not performance oriented but on learning; having an understanding that different learning tasks require different strategies; using the most appropriate strategy effectively; having high self-efficacy; controlling their performance through strategies such as imaginary, self-instruction, and concentration; being able to observe the results of the learning process; being able to accurately attribute learning outcomes to the causes of performance; and finally, being open to adapting their learning strategies to the immediate requirements of each particular learning situation (Schunk & Zimmerman, 1998).

This definition refers to Pravesti et al. (2022), who examined the importance of Self-Regulated Learning in college students. This study investigates the level of Self-Regulated Learning in students and how it influences their facilitation. Subsequent research (Saraswati, 2019) found that achievement goals, personality openness, and personality conscientiousness influence Self-Regulated Learning. Furthermore, research conducted by (Carvalho, 2016) shows that gender variability influences academic achievement. Meanwhile, the novelty of this study is that the researchers combine two previous research variables, namely gender in Self-Regulated Learning.

Based on this statement, it can be concluded that Self-Regulated Learning is important because it can be beneficial to achieve learning goals and has a positive effect on learning outcomes and

achievement (Harahap, 2020; Ramadhany & Rosy, 2021; Saihu & Umar, 2021). Therefore, it is necessary to research to determine the correlation between gender through self-regulation in learning. This research examines the relationship between gender and Self-Regulated Learning in college students.

2. METHODS

The design of the research is comparative research using a quantitative approach. Comparative research essentially compares two groups to conclude the two groups (Coccia & Benati, 2018). This study investigates students' Self-Regulated Learning by gender. The research sample was taken using a cluster random sampling technique. A sample consisting of 44 students with 22 male students and 22 female students, was obtained.

The data collection techniques in this study used closed and direct questionnaires for Self-Regulated Learning. A self-regulated Learning questionnaire scale was prepared using a Likert scale with five alternative answers which were separated into favorable and unfavorable statements. The Self-Regulated Learning instrument was validated by experts (expert judgment) in terms of content and construct validity. Initially, there were 57 items. However, after being validated, 5 items were considered failed, so the valid items that were used for the research were 52 items after the expert judgment was carried out.

The reliability test is an instrument test that is carried out to know the level of confidence in the instrument items to measure the variables to be studied (Sucuru & Maslakci, 2020). An instrument can be considered reliable if the instrument is used several times and produces the same research data. Interpretation of reliability with a value of 0.824 means that the reliability of the Self-Regulated Learning questionnaire instrument is high (Taber, 2018). The results of the alpha Cronbach reliability of the Self-Regulated Learning questionnaire instrument are listed in Table 1 below.

Table 1. Results of the Self-Regulated Learning Reliability Test

Group	Number of Items	Cronbach's Alpha
Self-Regulated Learning	52	0,849

The data analysis technique used is descriptive statistics and inferential statistics. Descriptive statistics are used to determine the overall percentage value of Self-Regulated Learning and are differentiated according to gender, which is categorized according to the criteria presented by Azwar (2012) as follows:

Table 2. Categorization of the Research Data

Value	Category
$X \geq M+1SD$	High
$M-1SD \leq X < M+1SD$	Medium
$X < M-1SD$	Low

Source: (Azwar, 2012)

After being analyzed using descriptive analysis, the data were tested using inferential statistics. This inferential statistical test was sequentially carried out with the Kolomogorov-Smirnov prerequisite test for normality, the homogeneity prerequisite test, followed by hypothesis testing using the Independent Sample T-Test with the help of the SPSS program.

3. FINDINGS AND DISCUSSION

The research results obtained are related to students' Self-Regulated Learning. The research data obtained were analyzed descriptively. Then, it was used to categorize the value of Self-Regulated

Learning. The categorization of students' Self-Regulated Learning scores with the frequency distribution was obtained as follows.

Table 3. Frequency Distribution of Self-Regulated Learning

Category	Frequency	Percentage
High	7	15,9 %
Medium	30	68,2 %
Low	7	15,9 %

Table 3 showed that from the 44 samples, 15.9% of them, or 7 students, had high and low Self-Regulated Learning abilities. Meanwhile, the other 30 students had moderate Self-Regulated Learning abilities with a percentage of 68.2%. The data in Table 3 showed that the average Self-Regulated Learning ability was at a moderate level.

From the sample, on average, male students have Self-Regulated Learning abilities in the moderate category with an average of 156.23 (N = 22). Specifically, 77% of the male students were in the moderate category. Furthermore, only 9% of the male students had a high category and 14% had a low category, as shown in Figure 1.

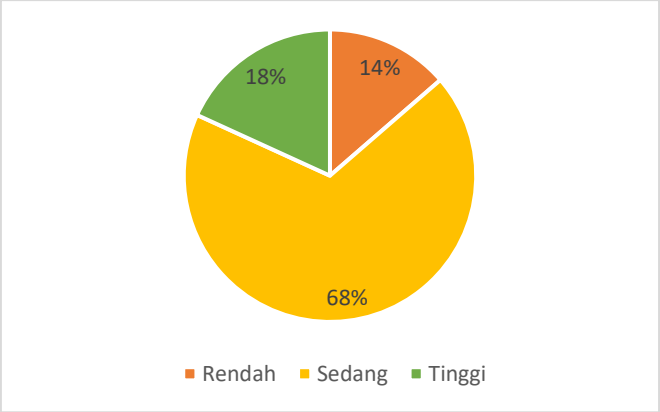

Figure 1. The Ability Level of Self-Regulated Learning in Male Students

The average ability of female students' Self-Regulated Learning was in the medium category but with a lower average score of 152.91 (N = 22). Furthermore, 68% of female students had moderate Self-Regulated Learning abilities. The percentage of female students who had low and high Self-Regulated Learning abilities was at the same percentage, namely 16%. The results of the presentation are explained in Figure 3 below.

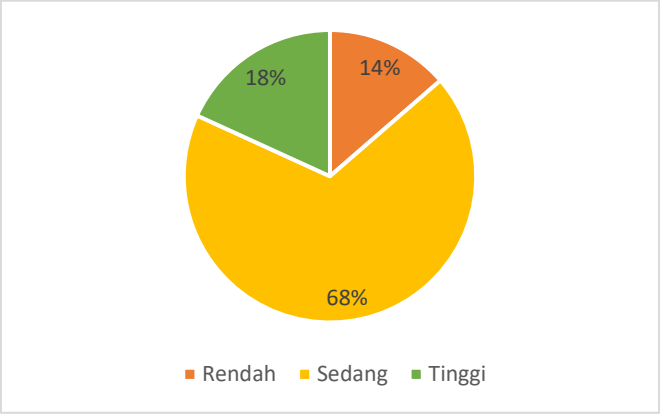

Figure 2. Level of the Ability of Self-Regulated Learning in Female Students

The Self-Regulated Learning ability of students who are in the moderate category can be influenced by several factors, including individual, behavioral, and environmental factors. Individual factors are closely related to students' self-efficacy, while behavioral factors are interrelated with self-observation, self-judgment, and self-reaction. Environmental factors can be in the form of physical environments and social environments, such as family environments, school environments, social environments, and various social supports from the parties involved (Zimmerman, 1990). This is in line with Bronfenbrenner's ecological theory which states that in the microsystem environment, in this case, family, friends, and teachers also have an active role in individual development (Santrock, 2009). After conducting descriptive analysis, the data were tested for normal distribution by using the normality test as one of the conditions before testing the hypothesis. The distribution of normality test results is described in Table 4 below.

Table 4. Results of the Normality Test of Self-Regulated Learning

Group	Significance value	Significance level	Decision
Self-Regulated Learning	0,200	0,05	Normal

The test results in Table 4 show that the significance value of the normality value of Self-Regulated Learning at a significant level of 5% is 0.200. A significant value of 0.200 which is greater than 0.05 (0.200 > 0.05) indicates that students' Self-Regulated Learning is normally distributed. The distribution of Self-Regulated Learning data which is proven to be normal is one of the requirements for the next test, namely the homogeneity test. The homogeneity test of male and female students' Self-Regulated Learning is described in Table 5.

Table 5. Results of the Homogeneity Test of Self-Regulated Learning

Group	Significance value	Significance level	Decision
Self-Regulated Learning	0,140	0,05	Homogenous

Table 5 shows that the test result of a significance value is 0.140 at a significance level of 0.05. The significance value that is greater than the significance level (0.140 > 0.05) explains that the variance of

the male and female students' Self-Regulated Learning data is homogeneous. The Self-Regulated Learning data which shows that the data is normally distributed and homogeneous meets the requirements for hypothesis testing. The results of hypothesis testing with the Independent Sample T-Test are described in Table 6 below.

Table 6. The Hypothesis of Test Results

Group	Significance. (2-tailed)	t
Equal variances assumed	0,267	1,125

Table 6 explains that the significance (2-tailed) of 0.267 is greater than 0.05. The t value of 1.125 has a smaller value than the t-table of 1.717. The results of the significance (2-tailed) and t-count shows that the ability of Self-Regulated Learning of male and female students is on the same average (H_0 is accepted, H_a is rejected).

The results of data processing state that the dependent variable, Self-Regulated Learning, cannot be differentiated based on gender roles. This result is related to the theory of Schunk and Ertmer (1999) which states that self-regulated learning is a rotating process. This phase is described by Zimmerman (1998) with three phases. The first phase is the forethought phase. It is a process that occurs before the action is taken and can have a major impact on the action process by making plans and learning objectives. Second, the performance (volitional) control phase. It is a process that takes place during the implementation of the action and has an impact on the planning carried out and on the actions taken. This phase describes the metacognitive awareness of various aspects during the learning process. Third, the self-reflection phase, which is the process that occurs after the action and influences their experience. If one of the three phases is disrupted, the other phases will also be disrupted and cannot process smoothly. These three phases explain that gender roles are not related to students' Self-Regulated Learning abilities. The Self-Regulated Learning phase includes planning, monitoring, evaluation, and reflection activities.

The metacognitive abilities of male and female students are equal in terms of declarative knowledge, procedural knowledge, conditional knowledge planning, monitoring, and assessment, as emphasised by Carr & Jessup (1997). In Febrina & Mukhidin (2019), the authors break down metacognitive abilities into metacognitive knowledge and metacognitive control based on the work of Flavel, Brown, and Shraw & Dennison. Individual procedural knowledge in managing cognitive processes based on planning, monitoring, evaluation, and modification is called metacognitive regulation. There is no correlation between gender and performance on tests of planning, monitoring, evaluating, and reflecting, which are all part of the stages of Self-Regulated Learning.Self-efficacy, motivation, and objectives are the three key components that drive Self-Regulated Learning, according to Schunk and Schwartz (1993). A person's self-efficacy is their confidence in their own capacity to acquire and effectively use knowledge and abilities (Wang, 2004). Meanwhile, as stated by (Bandura, 1991), motivation is what pushes people to work towards their goals in the belief that they will achieve those achievements. In contrast, objectives are measurable standards that help students evaluate their own performance.

These three factors, goals, motivation, and self-efficacy are interrelated with Self-Regulated Learning. Self-efficacy reflects the belief in one's ability to complete a task. It will affect the goals (whether orientation to learning goals or performance). High self-efficacy will motivate individuals to increase self-regulation so that individuals can learn by implementing more Self-Regulated Learning strategies, which ultimately affect their academic achievement (Bandura, 1991).

Based on the cognitive, social perspective expressed by Bandura, Self-Regulated Learning is determined by 3 factors, namely personal or individual factors, behavioral factors, and environmental factors (Schunk & Zimmerman, 1998). Personal factors explain that individuals can use personal processes to set behavioral strategies and learning environments. This factor explains that in a person,

there is a belief about the ability to organize and complete a task that is needed to achieve certain results in various forms and levels of difficulty. Personal factors involve self-efficacy which refers to an individual's assessment of his or her ability to perform a task, achieve a goal, or overcome obstacles in learning. Individuals who have high self-efficacy will make efforts to achieve goals.

Pachón-Basallo et al. (2022) revealed that behavioral factors influence how hard an individual tries to regulate their learning process so it will increase his or her Self-Regulated Learning. Behavioral factors occur when Self-Regulated Learning in individuals achieves the expected goals. This will make the individuals continue to do or improve Self-Regulated Learning behavior so that it becomes their inseparable behavior. Since the environment is a site for learning activities that can be a support or a hindrance, environmental factors become important influences in the process of Self-Regulated Learning, as proposed by Bandura (1991). Students who are having difficulty learning are given information on environmental influences in situations where both the individual and the environment will interact. kids with learning disabilities will have low self-esteem and gravitate towards other kids with learning disabilities in peer groups. In contrast, people who believe in their own abilities to accomplish goals and take charge of their lives are less likely to experience this outcome (Schunk & Zimmerman, 2009).

There is no difference in self-regulated learning between male and female categories. This is also due to the beginning of the disappearance of gender role stereotypes, and in today's modern era, the belief in gender roles begins to gradually disappear (Yanuar, 2021). The difference between men and women is no longer a problem. This view is supported by research conducted by Pajares & Valiante which revealed that gender differences in academic variables are a function of gender stereotype beliefs, not gender itself (Noviolla, 2014). When gender role stereotypes are controlled, gender differences in academic variables usually do not exist. Furthermore, in support of the results of research on the categorization of men and women equally high is the impact of the factors that support it (Barry J. Zimmerman, 2012). Factors that support it start from individual factors, students are able to create strategies on their learning process. Furthermore, the environmental factors of female and male students are able to determine good environmental conditions for the smoothness of their learning process. In addition, the behavioral factors between male and female students are equally able to motivate themselves in every learning process (Barry J. Zimmerman, 2012).

Some other studies also support this finding, Ruminta, Tiatri, & Mularsih (2018) finding that there was no significant difference in the level of self-regulation between female and male students. Penelitian Bidjerano (2005) revealed whether female students outperform male students in their ability to use several self-regulated strategies, such as, rehearsal, organization, metacognitication, time management skills, elaboration and effort, but there were no statistically significant gender differences with respect for learning with peers, seeking help, and critical thinking skills. Supported, research from Yukselturk & Bulut (2009) concluded that there was no significant difference in SRL levels between female and male students. There were no significant differences that included the variables of self-learning, motivational beliefs and objective orientation towards gender.

The opinions of Pintrich and DeGroot (in Lau, 2015) found no gender differences in cognitive strategies (exercise, organization, strategy, and elaboration), metacognitive strategy (planning, processing, and monitoring), and instrumental interest in learning science. According to the research of Weinstein & Mayer (in Koto & Nirwana, 2019) revealing if a person who has a good self-regulation in his learning process will be able to more easily to empower various SRL strategies in particular on metacognitive and cognitive strategies so that high academic achievements will be misrepresented with someone who can not empower this. The results of the research and discussion show that gender is not an important factor affecting students' ability to Self-Regulate Learning.

4. CONCLUSIONS

The results of the descriptive statistical analysis showed that the self-regulated abilities of the students of the Department of Primary School Teacher Education of Universitas Sebelas Maret

Surakarta in the 2022/2023 academic year were at a moderate level with a percentage of 77% for males and 68% for female respectively. The hypothesis test showed that the significant value was 0.175 > 0.05 and the t-count was 1.125 < t-table which was 1.717. These results indicate that the ability of Self-Regulated Learning was on the same average between male and female students. It can also be said that gender does not affect students' Self-Regulated Learning.

The results of this study can be additional knowledge regarding students' Self-Regulated Learning in terms of gender. There is a finding that the Self-Regulated Learning of female and male students are in the same category: moderate. Therefore, the researchers suggest not differentiating male and female students in education. The limitations of this research include the measurement of Self-Regulated Learning which only uses gender roles. Additional research needs to be conducted on other important factors.

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