

Self Regulated Learning and Truancy in Junior High School

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ABSTRACT. The behavior of students that skipping class is a negative behavior that students always did. In general, students avoid learning process at school and their absence is not known by the school or their parents. Students truancy at school activities in certain subjects or full day are usually have certainly reason that cannot be accepted by the school. The purpose of this research is to know the affect of self regulated learning with the behavior of truancy in middle school students which was moderated by social support. The subject of this research is 7th and 8th grade students of junior high school from two schools in Malang with a total of 121 students. The age of the subject research is 12th-17th (M: 13.88, SD: 0.98). From the results of the regression analysis moderation obtained a decision that variable (X) that is self regulated learning is a positive influence and significant to variable (Y), truancy is moderated by social support (Beta: 1,572, p: <0,005). Based on research it can be concluded self regulated learning will make students more discipline going through their school activity so it would avoid the behavior of truancy. When social support received that was placed as the variable of moderation so the relation between self regulated learning and truancy will be positive and significant.

Keywords: Self Regulated Learning, Truancy, Social Support.

Introduction

The behavior of students skipping school or activities at a time when truancy was a negative behavior often do students on school activities. In general students avoid learning activities at school and his presence is not known by the school or parent of a student. Student truancy at school activities both absenteeism at certain subjects or one full day is usually followed by a reason which cannot be accepted by the school. On the study of students who become perpetrators of absence on learning activities at school or in the subsequent ditching behavior refer to as truant.

Research Jafaar et al (2013) are conducted at three different schools in Malaysia found conditions quite alarming that one in five school students do miss on

school activities or truancy. Truancy or absence in contrast with the school, students are ditching deliberately and spent her time away from school and away from home without the knowledge of parents the students who believe that the students at the school (Shdaimah, Bryant, Sander, & Cornelius, 2011)

In developed countries is very much a study conducted to know the Predictor of truancy, in America such as truancy behavior is identical with low student achievement and high dropout figures (Bye, Alvarez, Haynes, & Sweigart, 2010; Dube & Orpinas, 2009). But in developing countries like Indonesia, generally labeled as a social problem of truancy or juvenile delinquency that can culminate in criminal behaviour and increasing dropout numbers.

Data obtained from the Ministry of education and culture (Kemendikbud) in Indonesia year 2016-2017 Education Overview describes current elementary school students

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(SD) to students from high school/vocational (SMA/SMK) which shows the number of 72.86% of students who graduated from high school level/vocational (SMA/SMK). That is, 27.14% of students did not continue school or dropped out of school at the primary level (elementary school), Middle School (SMP), and high school/vocational (SMA/SMK). Many of the causes or factors that cause students not continuing nor school dropout, low motivation of students, economic barriers, juvenile delinquency, and include behavioral ditching or truancy. The behavior of ditching or truancy be one reason students can't finish school, truancy may increase of 3.4% dropouts (De Witte, & Csillag, 2014).

Truancy caused by external and internal factors, external factors include: students who come from families with low socioeconomic, weak and not his solid performances regulations on truant students, family circumstances that are not intact, situated on a low grade in class, students who become victims of bullying, alcoholic, lack of closeness between teachers and parents. The internal factors include: lack of self-control in students, students who have the perception that can benefit other students to undergo the learning activity, and low social trust in students. While the students who have the custody of the parents will tend to be more disciplined to avoid the behavior of truancy (Flannery, Frank, & Kato, 2012; Muula, Rudatsikira, Babaniyi, Songolo, & Siziya, 2012; Veenstra, Lindenberg, Tinga, & Ormel, 2010). Truancy is always linked with behaviour of juvenile delinquency, substance abuse, and criminal activity (Gleich-Bope, 2014).

Self Regulated Learning Behaviour and Truancy

Some literature describes the factors that cause the occurrence of truancy, behavior of low motivation, lack of self-control in students who want something more fun to do with peers than follow the activities or tasks at the school.

Based on foregoing, every student has the ability to regulate itself in the process of life and responsible for their behaviour in order to achieve the goals set by the students. Self Regulated Learning consists of the process of goal setting to learn, contribute and concentrate on instruction, using effective strategies to organize and remember all the information

received, building a learning environment productive, using resources effectively, evaluate performance, manage time effectively, seek help when needed, hold positive beliefs about one's abilities (Boekaerts, Pintrich, & Zeidner, 2005). Students who have the characteristics of the Self Regulated Learning will have a high tendency of more focused and disciplined in following the learning activities and tasks that exist in the school to achieve the goals that have been established.

Social Support as a Moderator

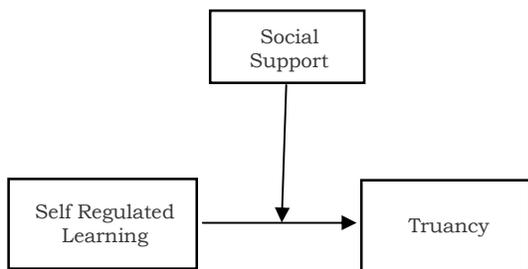
In general the school i.e. teachers and guardians of the range with students or parents of students have an important role to control the behavior of truancy in schools, with the oversight of both parties in accordance with the needs of the students so the students will feel close to all activities carried out at the school. Research results Virtanen et al (2014) explained that students who have proximity to teachers and parents will tend to be easier to adjust the conditions of schools, so that will reduce the tendency of pupils to conduct truancy.

The proximity of the students on the figure of the teacher and peers at school and parents will provide the support needed by students or better known as social support. The support of the parents who accepted students associated with the formation of positive behaviors of students in school whereas support from the teachers on the students is associated with more positive affective involvement (Poteat, Mereish, DiGiovanni, & Koenig, 2011). Based on foregoing, these students will have a tendency to reduce the behavior of truancy.

Social support in its present form shows the social trust will play an important role in the formation of behavior of truancy in students in the school, students who lack trust in school would cause a feeling that students the less needed due to lack of confidence in himself, from this student will have a tendency to do a truancy. Social trust has an effect on the decrease in truancy, behavior in the long term in primary school (SD), Middle School (SMP), and high school (SMA). The effects of social trust on truancy in primary level (SD) is 4-7 times greater than the level of junior high school (SMA). This will effect also on the quality of education especially at the elementary level (Yamamura, 2011).

Based on explanation above can be formulated the problem in the research are as follows: "what is the self regulated learning can

affect the behavior of the tendency of truancy?" as well as whether social support can be the moderator of both these variables?". The purpose in doing this research is to know the influence of the self regulated learning the behavior of truancy in grade 7 and 8 middle school (SMP) which was moderated by social support. From this study is expected to be beneficial tendencies truancy and increase the self regulated learning and social support as well as to enrich the results of research on truancy in students middle school.



Picture 1. Framework

Method

The subject of this research is 7th and 8th grade students of junior high school from two schools in Malang with the number of 121 students (29 students SMP 6 Muhammadiyah and 92 Students MTS Nurul Huda). The age of the subject 12-17 (M: 13.88, SD: 0.98). As for the data collection procedure by requesting a prior approval from the school to collect research data on the school, the next subject will be given 3 research instrument that must be resolved.

Variables X in this research is behavior of truancy, which revealed the scale of School Refusal to the Assessment Scale (SRAS; Heyne, et al 2016). SRAS totaled 9 aitem likert model with 5 categories scored 1 to 5 and the measurement instrument based on three aspects which have been expressed by Kearney (2002), namely: 1). Avoid negative feelings that are associated with the school. 2). avoiding social situations at school. 3.) looking for fun outside of school. Measuring tools reliability index of 0.813. Examples of SRAS aitem; "How often do you stay away from school because it is hard to speak with the other kids at school?"

Variables Y in this study is self regulated learning, these variables are revealed by using the scale of the Self Regulated Learning (SRL; Hidayati &

Listyani, 2010). SRL 20 totaled aitem likert model with 5 categories scored 1 to 5 and the measurement instrument based on the 6 aspects of 1). Is not depend on others; 2). Have confidence; 3) Behave disciplined; 4). Have a sense of responsibility; 5.) Behave based on its own initiative; 6). To have self control. Measuring tools reliability index of 0.791. Examples of scale aitem SRL; "I choose my own learning strategies".

Moderator variable in this study is social support, which is revealed by the Berlin Social Support Scale (BSSS; Schulz & Schwarzer, 2003) which consists of 17 aitem. BSSS consists of 4 aspects: 1). Perceived emotional support, 2). Need for support, 3). Perceived instrumental support, and 4). Support seeking. Arranged by model/Likert format with a choice of 5 (strongly disagree – strongly agree) and measuring instrument reliability index of 0.884. Examples of BSSS aitem; "Whenever I am sad, there are people who cheer me up".

The data obtained will be collected and analysed using the Statistical Product and application Service Solution (SPSS) using regression analysis techniques to find out the influence between variabel, next will be the gradual regression equations conducted to know the role of the moderator variable.

Result

Based on the data retrieved can be seen in table 1, the total number of subjects totalling 121 students who consisted of 77 men and 44 women. The range of age subject are in the range of 12-17 years (m: 13.84. SD: 0.98). Table 1 also shows the range value, mean, and standard deviation of each of the variables used in this study.

Table 1. Data Descriptive

Variable	Range/Total	M	SD
Gender			
Male	77	-	-
Female	44	-	-
Age	12-17	13.84	0.98
Self Regulated Learning	21-40	30.52	3.84
Social Support	19-35	27.14	3.59
Truancy	9-22	12.81	3.41

Results of Regression Analysis Moderation

Based on the results of the regression analysis in table 2 model 1 shows the result of a significant influence among variables (X) that is self regulated learning against a variable (Y) truancy (Beta:-0274, p: < 0,005).

While in regression analysis results in table 2 model 2 obtained a decision that a variable (X) that is self regulated learning and

social support variables moderation that is simultaneously a negative effect against the variable (Y) truancy but not significant (Beta:-0192 &-0157, p: > 0,005).

From the results of the regression analysis moderation on table 2 model 3 obtained a decision that a variable (X) that is self regulated learning in a positive and significant effect against the variable (Y) truancy moderated by social support (Beta: 1,572, p: < 0,005). The findings in this study indicates that social support as. moderator can be a moderator variable in relationships self regulated learning with truancy. the role of the moderate variable can be seen in graph 1 graph on moderation.

Table 2. Regression analysis moderation

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,769	3,757		7,125	,000
	Self Regulated	-,389	,125	-,274	-3,112	,002
2	(Constant)	31,249	4,601		6,792	,000
	Self Regulated	-,272	,142	-,192	-1,912	,058
	Social Support	-,297	,178	-,167	-1,662	,099
3	(Constant)	69,110	14,683		4,707	,000
	Self Regulated	-1,622	,517	-1,145	-3,135	,002
	Social Support	-1,799	,581	-1,014	-3,094	,002
	X.Z (Moderasi)	,053	,019	1,572	2,708	,008

Discussion

From the results that have been spelled out earlier, gained a significant negative relationship results between the self regulated learning with other words truancy students who have self regulated learning will have a tendency to reduce the behavior of truancy. These findings correspond to the initial hypothesis in this study.

This result is in accordance with what is presented some research before stating with teaching students how to manage a positive self will promote motivation, discipline and positive attitude in students (Zumbrunn, Tadlock, & Roberts, 2011; Cheng, 2011). Build a strong self regulated learning as early as possible to allow students to use their ability to govern themselves while in school and to be better at academic (Zuffianò et al, 2013).

This will reduce the negative behavior in students that will be self-defeating in the

anticipated activities or tasks from the school and will increase student achievement at the school. Self regulated learning refers to the process of cognition or students with strategies to actively monitor and manage metacognition, motivation, and behavioural aspects in conducting its own learning activities (Hadwin & Oshige, 2011).

The findings of this study describes a unique variables influence the moderators, social support, after the moderator variable interaction causes the relationships of variables (X) that is self regulated learning with variable (Y), truancy be positive and significant relationships. It is likely due to the research instrument used to measure social support in this research is not positive or negative meaning clearly, although the support received by the subject in this study negative nature still regarded as social support received.

Social support received is not always in a positive context, friendship ring that has high solidarity will always support each other to do anything additional to his friends although it is negative. Sarafino (1998) said that social support is not only positive, give an example that is not good or give advice to do negative behaviors can also be defined as social support that is negative.

Conclusion

Based on research done then the conclusion can be drawn if the self regulated learning can improve student discipline, motivation and achievement, which means students will be more discipline in the undergoing activities of schooling so that it will avoid the behavior of truancy. In the meantime when the social support received was placed as the variable relationship between the forces of moderation then self regulated learning with truancy be positive and significant.

As for how that can be applied in schools to improve the self regulated learning for students on emphasising can master how to and the best conditions for him to learn. Students may also find peers or the teacher's help if I encounter difficulties in learning. Self regulated learning four principles: 1) prepared learning environment, 2) organized the material, 3) monitor progress, and 4) to evaluate against performance.

With the results of these findings were expected for the next researcher to note the research instrument used in order to avoid misperceptions in understanding those items of the given research instrument on the subject.

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