

Self-Regulated Learning Correlated to Psychological Well-Being among Postgraduate Students

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The Asian Conference on the Social Sciences 2014
Official Conference Proceedings
0744

Abstract

Taking graduate courses is a dream of every person to be able to continue to develop capabilities in the field of education. Choosing a graduate program is not an easy thing to do each individual, the need for self-regulated learning strategies to achieve learning objectives. Most people who take graduate courses are the people who are already working, married and have other activities outside. This affects their psychological well-being.

This study aims to determine whether there is correlation between self-regulated learning and psychological well-being in graduate students in Jakarta. The sampling method used is the sampling area and sample number as many as 302 people. This research uses two scales measuring instruments, namely the scale of self-regulated learning developed by Wolters (2003) and the scale of psychological well-being developed by Ryff (2003). Reliability value of self-regulated learning by 0.776 made up of 50 items, while psychological well-being of 0.791 consisted of 42 items.

Based on the analysis it was found that there is a relationship between self-regulated learning with psychological well-being on postgraduate students. It can be seen from the value of $\alpha < 0,05$ was $\alpha = 0.000$ which.

Keywords: Self-Regulated Learning, Postgraduate, Psychological Well-Being

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Introduction

Currently an era filled with competition in various aspects and areas of life, one for developing countries, including Indonesia. Responsibility in matters of natural resources is one of them charged to education, hence expected to create humans who are able to think critically, have extensive knowledge, and expected to be high intellectual human figure so that it becomes a quality of human resources. A currently available job in Indonesia is not proportional to the amount of labor available. This makes the competition for jobs becomes very tight (Handianto & Johan, 2006). Based on the results of the Central Bureau of Statistics there were 237.5 million population of Indonesia (2010) with the working population reached 114.0 million people (2013), while the Unemployment Rate (TPT) in Indonesia reached 5.92 per cent (2013). This makes working in Indonesia's competitiveness is getting tight.

The opportunity to get a job would be much easier if a job seeker has a high educational background. Education is one of the important processes that must be obtained in each individual life, which consists of all the learning experiences that take place in environment and all life and all life situations that affect the growth of the individual. Therefore, one must labor through education in a college or university. High-quality education with very satisfactory results expected by all students. Especially for graduate programs, many companies want graduates to obtain high quality human resources well. Investment in human resources (HR) or human investment, through education is a long process. To support educational success, it needs careful planning, in order to achieve educational outcomes that have been determined

In Indonesia, most people who take graduate courses are people who are already working, married and have other busyness. Postgraduate students own age range of 20 years and above. And some postgraduate students who choose to focus on completing their studies and careers first, these often done by women. In Indonesia, many people, especially parents worry that their children look up to the age of 29 years have not been married that urged her to seek a life partner. In addition, it is difficult to divide time between work, family, and their graduate studies, other pressures from within their internal affecting psychological well-being.

According to Ryff (1989), psychological well-being is the realization and achievement of the full potential of individuals in which individuals can receive all the advantages and disadvantages of himself, independent, able to foster positive relationships with others, can be mastered in a sense their environment can modify the environment to fit the desire, have a purpose in life, and continue to develop his personality. This makes the individual must be able to divide their time between work, family and their postgraduate studies.

Taking graduate courses is a dream of every individual to continue to develop skills in the field of education. Choosing a graduate program is not an easy thing to do each individual, there needs to be a strategy self - Regulated Learning in achieving the learning objectives. Self - regulated learning is a process of self-regulation and metacognition strategies involving, motivational, and behavioral in optimizing the learning process (Zimmerman, 1990).

In metacognition, students plan, organize, organizing, controlling, and evaluating purposes. Students are responsible for success and failure, have an intrinsic interest in the face of which refers to a motivational task. As well as behavioral, students seeking help and input, creating an optimal learning environment, and provide instruction and reinforcement against him (Aronson, 2002).

In addition to required to be able to manage learning by using strategies of self-regulated learning, graduate students must be able to realize the potential that exists within them.

Theory

Psychology Well-Being

In the opinion of Ryff (in Widyati Ama & Utami, 2012) psychological well-being is a term used to describe the psychological health of individuals by fulfilling the criteria of positive psychological functioning (positive psychological functioning).

According to Keyes, Shmotkin and Ryff (in Anggraeni T. & Cahyanti IY, 2012) Psychological well-being and life satisfaction not only affects the balance between positive and negative affective, but also involving the perception of engagement with the challenges during life.

Ryff research results (in Dwipayamai, 2013) which states that the aspects that make up the psychological well-being, among others: Self-acceptance, Positive relations with others, Autonomy, Environmental mastery, Purpose in life, and personal growth.

According to Ryff and Keyes (in Yudianto F., 2011) there are several factors that affect the psychological well - being, namely demographic factors, such as Age, Education Level, Gender, and Socioeconomic Status.

Self-Regulated Learning

Purwanto (in Siddeeq ADN & Mujidin, 2012) self - regulated learning is literally composed of two components, namely the self - which means regulated and managed self-learning means learning. Self - regulated learning as a whole can be interpreted as a self-management in a managed learning or learning. Zimmerman & Martinez-Pons (1990) stated that self - regulated learning is the concept of how a student becomes a regulator for their own learning.

In the opinion of Eggen (2004) in Daulay (2012) also adds that students who learn to self-regulation will think and act to achieve the academic learning goals, identifying objectives, implement, and maintain the strategies used to achieve these goals, and activate, modify, and maintain the way of learning in the environment.

According to Schunk and Zimmerman (Ropp, 1998) states that self-regulated learning includes three aspects, further Wolters et al (2003, in Ishtifa, 2011) describes in detail the implementation of the strategy aspect of self - regulated learning as follows:

1. Cognitive

Strategies to control or regulate cognition includes various cognitive and metacognitive activity that requires individuals involved to adapt and change cognition. in the cognitive aspects of the strategy are as follows: rehearsal, elaboration, organization, and metacognition regulation.

2. Motivation

Strategies for regulating motivation involves purposeful activity in initiating, regulating or add willingness to initiate, prepare for the next task, or completing certain activities or to the purpose. Regulation of motivation is all thought, action or behavior which students seek to influence the selection, business and academic task persistence. Regulation of motivation include Self – consequating, environment structuring, Mastery self – talk, Performance or extrinsic self – talk, Relative ability self – talk, interest enhancement strategies, and Personal interest.

3. Behavior

The strategy is an attempt to regulate the behavior of individuals to control their own behavior appears. Regulation includes regulation of business behavior (effort regulation), time and the environment (time / study environment) is a set time and place students with learning schedule to facilitate the learning process, and search assistance (help - seeking) is trying to get help from peers, teachers, and adults.

Postgraduate

According KBBI (2014) relates to the level of graduate education or postgraduate knowledge. The graduate program is an education program aimed at educating scientists is able to increase the scale of its role in the development of science and development.

Based on Indonesian Law No.. 2/1989 on National Education System translated into PP. 60/1999, the graduate program is one of the university institution which organizes academic education programs, in the form of education programs master and doctoral education programs.

Method

The populations in this study were postgraduate students in Jakarta. Subject of this study were 302 respondents. The sampling method used in this research is the technique probability technique the sampling area.

This study uses two scales measuring instruments, namely the scale of self - regulated learning developed by Woltres (2003) and the scale of psychological well - being developed by Ryff

Results

The results showed that there is a relationship between self - regulated learning and psychological well - being at graduate students, with a Cronbach alpha value on self-regulated learning of 0.776 and psychological well - being 0.791

Based on the categorization of self - regulated learning postgraduate students showed that 88.7% were in the low category, 8.9% were in the moderate category, and 2.3% were in the high category. As for the categorization of psychology well - being showed that 95.4% were in the low category, 4.3% were in the moderate category, and 0.3% were in the high category.

As for the t-test, based on the variables gender psychological well - being and self - regulated learning there is no difference. Then based education that is currently being pursued (S2 or S3) to the variable psychological well - being, while there were no differences for the variables of self - regulated learning with no significant difference of 0.919 ($p > 0.05$). And based on the status of married or unmarried showed that there is a difference in status between the married unmarried between the two variables, namely self - regulated learning by a significant 0.08 ($p > 0.05$) and psychology well - being with 0.666 significant ($p > 0.05$). In addition, based on the overall results of the correlation calculations show that there is a relationship between psychological well - being with self - regulated learning at the graduate student closely.

Based on the categorization of self - regulated learning is the low category (88.7%), which means that the need for improvement in making learning strategies such as elaboration, repetition, concentration while studying, etc.. And the results of categorization psychology well - being located in a low categorization (95%), which means that the factors of age, economic, gender and level of education affect graduate students.

Suggestion

1. For Students

Students who are taking graduate education must improve ourselves in making learning strategies to achieve learning objectives and improve themselves in fostering a positive relationship with the existing environment.

2. For Further Research

For further research is recommended to examine the variables of psychological well - being with other variables, as well as self - regulated learning with other variables. Researchers can then examine repopulating these variables with different sample or research subjects are specified (S2 or S3) so that the research will be more varied.

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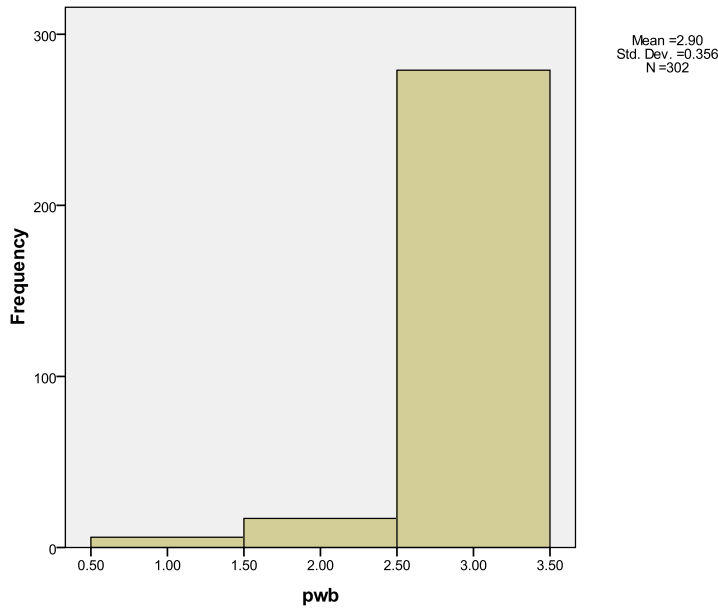
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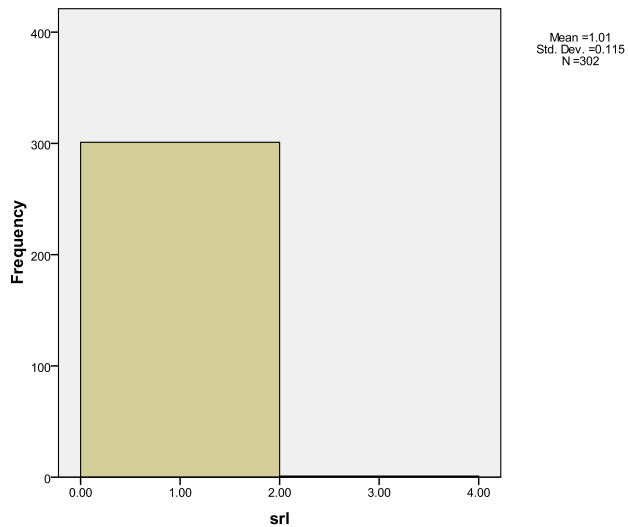
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Frequency psychological well – being



Frequency self – regulated learning



Correlations

		pwb	srl
pwb	Pearson Correlation	1	.200**
	Sig. (2-tailed)		.000
	N	302	302
srl	Pearson Correlation	.200**	1
	Sig. (2-tailed)	.000	
	N	302	302

** . Correlation is significant at the 0.01 level (2-tailed).

Note. Pwb = psychological well – being. Srl = self – regulated learning
significance level of 0.000 < 0.05