LedTure
Journal on Language, Education, Literature and Culture Vol.1, No.1: July 2023
https://bing.ukaw.ac.id/ejournal/index.php/ledture. e-ISSN Online: xxxx-xxxx DOI: 10.1357/l.v1i1.4

EMPOWERING LEARNERS' SELF-REGULATED LEARNING: A STRATEGY FOR INDEPENDENT LEARNERS

Eltina Agustina Maromon
Artha Wacana Christian University

*)Corresponding email: eltinamaromon@ukaw.ac.id
Received date: 11-07-2023; accepted: 31-07-2023

Abstract
Self-regulated learning activities are designed to encourage learners to actively participate in their own learning. Self-regulated learning allows learners to become independent learners in designing syllabi and lesson plans through drill assignments. The drill assignment is given by an instructor to strengthen the connections which are formed in the process of learners' growth in mental motor skills. Instructional Design is a course that introduces learners to design their own instruction by designing syllabi and lesson plans and teaching media related to their chosen English instructional material. Monitoring learners' activity by instructional goals and giving feedback on the learners' assignments are the Instructor's roles. Since learners are trained to be teachers, they must know how to design or create their own syllabus and lesson plan, teaching media related to the topic they are going to teach. Once learners create syllabi and lesson plans, they are required to determine Standard Competence (SK) Basic Competence (KD), and Indicator and the last is an instructional goal. Based on the syllabi and lesson plans they have designed, it is obviously described that the learners are capable to determine standard competencies based on operational verbs according to Bloom's taxonomy as three domains stated, cognitive, affective, and psychomotor.

***Keywords*: Instructional design; Independent learner; Self-regulated learning**

INTRODUCTION

Understanding how students learn is of fundamental importance for teaching and effective curriculum planning. An understanding of theories and principles of learning can help teachers select the most appropriate methods of instruction to suit different types of subject matter, different types of learning, different educational outcomes, and different characteristics of learners (Gagne & Wager, 2002).

Learning strategies that promote self-regulated learning and a degree of intellectual independence are those where learners are encouraged to engage in learning activities that are self-directed and autonomous. Self-directed learning can be described as the process whereby learners have the ability to activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward the

https://bing.ukaw.ac.id/ejournal/index.php/ledture. e-ISSN Online: xxxx-xxxx DOI: 10.1357/l.v1i1.4

attainment of their learning goals and control of learning strategies and processes while involved with learning tasks (Zimmerman, 2000).

A strategy used in the Instructional Design subject is learners' regulated learning. The strategy applied when learners are asked to design syllabi and lesson plans for they will come to Micro Teaching Subject and Teaching Practice (PPL) then after their graduation they will become real teachers. For these reasons, learners are prepared to create their own syllabi and lesson plans according to their chosen instructional material. The learners must determine SK, KD, indicators, and such elements on a syllabus and lesson plan to help them know their objectives when delivering teaching material in an instruction.

Self-Regulated Learning

Self-regulated learning is the deliberate planning, monitoring, and regulating of cognitive, behavioral, and affective or motivational processes toward the completion of an academic task (Zimmerman 2000). During this process, learners are guided by environmental or contextual features of the task and by their own personal beliefs and goals. Self-regulated learners are intentional learners who choose targets or goals and make plans for their learning. These learners are strategic in adopting a range of tools and strategies to improve learning. One way to think about self-regulated learning is to think of conducting experiments about own learning.

Zimmerman (2000) describes self-regulated learners as those who are motivationally, cognitively, and behaviorally active in their own learning. These learners persist when faced with difficulties or challenges and experiment or test different strategies in order to optimize learning outcomes. Self-regulated learning is also conceptualized as a lifelong process, meaning self-regulated learning develops and improves over time and across tasks. Productive self-regulation is learned and refined under supportive instructional conditions.

Instructional Principles for Self-Regulation

1. Guide learners to prepare and structure an effective learning environment

Instruction should encourage and guide learners to prepare appropriate learning environments. Successful learners make an effort to determine or arrange where a task is to be completed. Structuring the environments relates to a learner's ability to cope effectively with disturbances, a crucial part of Self-regulated. Environmental structuring enables learners to eliminate or decrease distractions and to attend to learning, an essential first instructional event. Before learners can pay attention they must have an environment that allows, if not encourages them to focus attention on the learning task at hand. Expert learners have knowledge about the optimal study conditions for meeting the demands of the task. Self-regulated learners arrange elements in an instructional environment so that learning goals successfully compete with others' goals for attention and other cognitive resources. Effective instruction requires creating and maintaining motivating and engaging environments. Instruction to foster self-regulated should embed suggestions for establishing a study area that is quiet, comfortable, and without distractions. Environmental structuring methods bring the learner's attention to environmental preparation and to be more effective, require learner participation.

2. Organize instruction and activities to facilitate cognitive and metacognitive processes

Organizing is an important study activity and a key component of self-regulated. Organizing material is broadly defined as transforming and rearranging instructional materials to improve learning. Organizational strategies, such as outlining content or relating concepts within content, are among the cognitive learning strategies that individuals use to self-regulate and that usually result in a deeper understanding of the material. Strategies that are organized content, such as concept mapping, schematizing, and structured overview have boosted achievement in several studies investigating the relationship between instruction and structural knowledge. Different arrangements of the learning material within the instruction may facilitate learning and the use of cognitive and meta-cognitive strategies. Meta-cognitive strategies may be defined as "the ability to think about one's own thinking and to actively select appropriate strategies for various learning situations" (Zimmerman & Risemberg, 2001, p. 243). Proven organizing strategies suggested for instructors include advance or graphic organizers, which are hierarchically arranged tree diagrams of a text's key terms and concepts.

3. Use Instructional goals and feedback to present the learner with monitoring opportunities

Monitoring is an important component of self-regulated learning (Zimmerman & Paulsen, 2000, p.13). Monitoring is the cognitive process that assesses the state of progress relative to goals and generates feedback that guides further action; it is pivotal in self-regulated learning (Butler & Wine, 1995). Monitoring depends on two other critical self-regulating components: feedback and goal setting. Feedback and goal setting enable monitoring; the two components interact to promote self-regulation. Self-regulators use external and internal feedback to monitor how well they are meeting learning goals, how effective their learning strategies and tactics are, and the quality of their learning outcomes. To monitor and control learning-goal attainment, a learner must understand tasks and desired outcomes. They self-regulate by systematically activating and sustaining behavior and cognitions to attain learning goals. An instructional process provides external (instructor or other instruction generated) frequent and systematic feedback. An instructor or facilitator might acknowledge or verify learner monitoring records or provide feedback through generated exams and scoring. External feedback or interim, process, or partial assignments may encourage monitoring. If the learning outcome is a technical report, then the instruction may require learners to submit and receive feedback on whether or not they have submitted notes for the report, then for a draft, and finally for the report.

Each of these strategies is embedded in instruction to help learners self-regulate. Although learner-generated versions of graphic organizers have been more effective than instructional-provided ones, some learners may not be able to create them if they lack time, knowledge, or willingness to do so. An embedded strategy may include graphic organizers or concept mapping. Content previously may be combined with an organizing activity that engages learners and increases deeper processing. Learners may complete partial concepts on an outline. The content outlines, class outlines, or advance organizers structure the learning sequence and identify important concepts for learners.

4. Provide learners with continuous evaluation information and occasions to self-evaluate

The definition of both monitoring and evaluation often includes a comparison between the learner's own performance to a standard, but for college learners who did not score at or above the minimum standardized test score required for college admission and their higher-achieving or scoring counterparts. Reviewing tests to identify correct and incorrect responses may enable evaluation. Self-regulated learners may compare past learning outcomes to desirable ones, identify learning gaps, and renew efforts to repair specific performance gaps.

Monitoring may stimulate self-evaluation. Guiding through tasks, delivering corrective feedback that helps a learner see where he has gone wrong, and providing hints about how to correct the problem. Embedded evaluation strategies may provide learners with explicit feedback that relates effort to learning so that learners can determine how well their strategy is working. Feedback may include observation about a learner's effort and when assignment evaluation criteria as a quality control checklist during assignment preparation and then receiving their assignment evaluation based on the same criteria. The process encourages learners to compare their work to a set of standards during and after completion: (a) provide the learner with a set of measurable criteria for a product or process in a checklist format, (b) instruct the learner how to use the criteria as a quality control checklist when preparing the activity or completing the product, and (c) provide the learner with feedback on the quality of completed process or product using the same criteria checklist.

Instructional Design

Instruction is seen as organizing and providing sets of information, examples experiences, and activities that guide, support, and augment learners' internal mental processes. Learning has occurred when students have incorporated new information and schemes into their memories that enable new capabilities. An instructional design is a set of procedures that, when applied to an instructional goal, identifies the relevant steps for performing a goal and the subordinate skills required for a learner to achieve the goal (Carey, 2007).

Instructional Design offers explicit guidance on how to better help learners learn and develop (Reigeluth, 1999). The kinds of learning and development may include cognitive, emotional, social, physical, and spiritual. Instruction should provide (1) Clear information. Description and examples of the goals, knowledge needed, and the performance expected; (2) Thoughtful practice. Opportunity for learners to engage actively and reflectively in whatever is to be learned-adding numbers, solving word problems, or writing essays; (3) Informative feedback. Clear, thorough counsel to learners about their performance, helping them to proceed more effectively; (4) Strong intrinsic or extrinsic motivation. Activities that are amply rewarded, either because they are very interesting and engaging in themselves or because they feed into other achievements that concern the learner.

Bloom's Taxonomy

Three **domains** of educational activities or learning (Bloom, 1956); **Cognitive**: mental skills (*Knowledge*); **Affective**: growth in feelings or emotional areas (*Attitude or self*); **Psychomotor**: manual or physical skills (*Skills*). Domains can be thought of as categories. Instructors often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired new skills, knowledge, and attitudes.

Cognitive Domain.

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulty. That is, the first ones must normally be mastered before the next ones can take place.

Affective Domain.

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Independent Learners

The notion of independent learning is autonomous learners who are motivated to learn, control, manage, and actively reflect on their learning. The benefits of independent learning have been identified as increasing an individual's capacity to learn

and providing them with a framework in which to analyze problems. Independent learning has been viewed as a foundation for students to become life-long learners.
(Luke & Hogarth: 2009) Further, learners who adopt an independent learning style often provide the opportunity for more efficient, effective, and rewarding teaching experiences. Such rewards emerge for teachers in the form of fostering life-long learning skills within learners, as they develop independent learning skills, and produce an environment for a more diverse and challenging discussion of extended concepts. Rewards emerge for learners in the form of developing life-long learning skills as they take greater control of their learning and experience a sense of achievement and satisfaction from this development. Hence an approach to education that incorporates independent learning offers benefits to lecturers and all learners.

METHOD

The method used in this research is descriptive qualitative. The writers in this case describe the progress of learners' tasks upon their creation of a syllabus and lesson plan. Project-based Method to examine learners' work on designing syllabus and lesson plan; Portfolio is used since portfolio can be an effective means of showing learners' progress, illustrating strengths, and areas where greater effort is needed. (Gronlund et al, 2004). 40 learners (Group A) of the fifth semester are being used as the research subject.

RESULT AND DISCUSSION

Learners' competencies for becoming self-regulated learners are shown as the result of applying self-regulated learning whereby learners' capability in the creation of syllabi and lesson plans. Hereby, learners were given a chance to create their own syllabus and lesson plan which is related to the English instruction they are going to teach. The learners were free to choose their own instructional material for this time they applied a self-regulated learner at the time they design the syllabi and lesson plans. Once they applied it, they have competency in determining elements on a syllabus such as unit/theme (instructional material), Standard Competence (SK), Basic Competence (KD) Indicator, Instructional Activities, Evaluation, Time Allocation, and Instructional Sources for Instruction. In specifying standard competence, basic competence, and indicator in a syllabus and lesson plans, the learners adopt operational words or terms based on the cognitive, affective, and psychomotor domains of Bloom's taxonomy. For those domains, the learners insert all levels which describe learners' competencies after completing or studying a discussion topic in the learning process of teaching and learning.

1. Students' Syllabus

Syllabi which are designed by 40 learners not only contains 9 elements but also has 14 topics to be taught to students. Those elements are (1) unit/theme; (2) standard competence; (3) basic competence; (4) indicator; (5) instructional material; (6) instructional activities; (7) evaluation; (8) time allocation; (9) learning source. Since learners have knowledge of operational verbs, then the learners themselves identify each operational verb based on cognitive, affective, and psychomotor aspects of Bloom's taxonomy, then they insert appropriate operational words based on the level of cognitive, affective, and psychomotor refers to a topic to be taught.

Table 1. Samples of Students' Syllabus

Students	Unit/Theme	Standard Competence	Basic Competence	Indicator	Instructional Material	Instructional Activities	Evaluation	Time Allocation	Learning Sources
1	Short functional text	Comprehend the meaning of the functional text in the form of report text.	Explain the characteristics and the purposes of functional text	Identify the meaning of the text	Report text	- Read the text. - Write a short functional text	Individual, presentation/ performance	2 hours	Textbook, website, dictionary.
2	Interview	Understanding the preparations, etiquette, and the question in an interview	Analyze interview preparation, the question, and etiquette, relate to the interview. constructing the question of job interview	Making an example of the interview	Job Interview	Making and performing a job interview	Individual and pairs	90 minutes	Textbook (get along with English)

The operational verbs of comprehending and understanding for standard competence elements are still abstract operational verbs, but then in basic competence, the learners insert the operational verbs analyze, reveal, apply, identify, explain, find out, classify, and make. These operational verbs deal with levels 3 up to 5 on the cognitive aspect, for there are no operational verbs that are suitable for affective and psychomotor aspects on the syllabi designed.

2. Lesson Plan

Designing Lesson Plan came after they designed the syllabus. The elements of a lesson plan are; Unit/theme, SK, KD, Indicator, Instructional Material, Evaluation, Time Allocation, Instructional Sources, and Instructional Activities. Based on learners' assignment which is related to empowering self-regulated learners, it has shown 40 learners' progress upon the task completion (portfolio assessment).

2.1 In designing syllabi and lesson plans, learners have instructional material before starting to state the unit/ theme. The material helps learners organize what instruction should be, what strategy will be used, and evaluations used in instruction. Learners Determine SK, KD, indicator, and instructional goal based on instructional material they have chosen.

LedTure
Journal on Language, Education, Literature and Culture Vol.1, No.1: July 2023
https://bing.ukaw.ac.id/ejournal/index.php/ledture. e-ISSN Online: xxxx-xxxx DOI: 10.1357/l.v1i1.4

2.2 Learners stated Evaluation, Time Allocation, Instructional Sources, and Instructional Activities. The evaluation used by learners in the syllabus and lesson plan is individual or group evaluation based on the topic or theme. For time allocation, on average, learners take 2 hours (2x45 minutes). Learners use free materials (textbooks) to be used as instructional sources. The last is about instructional activities; learners draw their instructional activities starting from pre, while, and post-instruction.

2.3 There are 15 learners who stated operational verbs such as; identity, describe, construct, and apply for the theme/topic “Expressing Habitual Action”, “greeting”, “likes and dislikes”, and “how much and how many”. It is obvious that learners understand the instructional goal after learners learn the lesson for the topic will be applied in the learner’s daily life. These topics refer to speaking capability then learners will use in daily communication.

2.4 There are 10 learners who use operational verbs; identify, classify, and differentiate for topics “transportation”, “fashion” “music”, “films”, and “Ceramics”. These topics refer to learners’ understanding of the text which represents phenomena that happened.

2.5 There are 5 learners’ who stated verb; design, classify, differentiate, and identify as the operational verb in the topic “describing pictures”, “news” and “advertisement”. These topics refer to learners’ understanding of the text which represents phenomena that happened.

2.6 There are 10 learners who state the operational word “determine, identify, complete, practice, differentiate for topics; “using which and what”, “expressing of quantity”, “conjunction”, “direct and indirect commands”, and “agreement and disagreement”. These topics refer to grammar function which is an important thing to be learned by English language learners.

3. Students’ Responses

As prospective teachers, learners admit the important thing in designing syllabi and lesson plans based on instructional materials first to know the objective of instruction they are going to be designing.

3.1 It is necessary to know and classify each domain in Bloom’s taxonomy. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation are included in the Cognitive domain; for Affective domain is Receiving, Responding, Valuing, organizing, and Characterization; the Psychomotor domain: Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation, Organization.

3.2 Learners need teaching materials first in order to determine SK and KD.

3.3 Through the project on syllabus and lesson plan design, learners apply self-regulated learning whereby they choose their own instructional materials, decide on the time, asking the lecturer for ideas if necessary. They realize their understanding of the issue is developed.

3.4 Learners' learning process on the project is developed when they ask for information or suggestion from the instructor related to their comprehension on determine SK and KD based on available operational verbs.
3.5 Learners need 1-4 weeks in designing the syllabus and lesson plan. Previously happened since they have no idea to determine a suitable operational verb to be stated as SK and KD. During the completion of the project, students regularly are monitored by the instructor related to the issue to stimulate learners' self-evaluation.
3.6 Short of things have reached during syllabus and lesson plan project; comprehend how to design syllabus and lesson plan, have a deeper understanding of Bloom's Taxonomy, and Operational verb.
3.7 Evaluation after the completion of the project shows learners' self-regulated learning is effective thus learners need monitoring and evaluation from the instructor as feedback.

CONCLUSION

Applying learners' self-regulated learning is also seen as learners' independent instruction which is taken as a strategy in instructional design instruction. It shows that learners are able to decide on appropriate materials for designing Syllabi and lesson plans whereby learners determine SK and KD, Indicators to come to instructional objectives in an instruction. Designing syllabi and lesson plan is easy when they are close to blooms taxonomy and recognize each domain (cognitive, affective, and psychomotor). Learners' regulated learning does not mean the instructor is not involved. An instructor is needed to monitor and evaluate learners' quality of learning outcomes. The use of a portfolio strengthens an instruction evaluation toward learners' progress.

REFERENCES

Butler, D & Winne, P.H (1995). Feedback and self-regulated Learning: A theoretical Synthesis, Educational Research. https://doi.org/10.3102/00346543065003245

Carey, R & Carey, W. (2009) The Systematic Design of Instruction. Upper Saddle River, NJ: Merrill-Prentice Hall. http://dx.doi.org/10.1007/s11423-006-9606-0

Gagne, R & Wager, W (2002). Principles of Instructional Design (4th edition). Belmont Wadsworth. http://dx.doi.org/10.1002/pfi.4140440211

Gredller, M.E. (2009) Learning and Instruction: Theory and Practice (6th edition). Upper Saddle River, NJ: Merrill-Prentice Hall.

Ley, Kathryn; Young, Dawn B. (2001) Instructional Principles for Self-Regulation. Educational Technology, Research, and Development. https://doi.org/10.1007/BF02504930

Luke, B. & Hogarth, K. (2011) Developing & Enhancing Independent Learning Skill. DOI:10.1108/10309611111187019 https://ideas.repec.org/a/eme/arjpps/10309611111187019.html

Miller, D., Inn R. & Gronlund, N (2009). Measurement and Assessment in Teaching. Upper Saddle River, NJ: Merrill-Prentice Hall

Reigeluth, C. (2009) Instructional Design; Theory and Model. Upper Saddle River, NJ: Merrill-Prentice Hall. https://doi.org/10.4324/9781410603784

Westwood, P.S. (2004) Learning and Learning Difficulties: A Handbook for Teachers. ACER Press.

Zimmerman, B.J (2002) Becoming a Self-Regulated Learner: An Overview. Theory into Practice; ProQuest Education Journals pg.64 http://dx.doi.org/10.1207/s15430421tip4102_2

https://bing.ukaw.ac.id/ejournal/index.php/ledture. e-ISSN Online: xxxx-xxxx DOI: 10.1357/l.v1i1.4

Author Profile

Eltina Agustina Maromon, M.Pd is a permanent lecturer who have taught at English Education Study Program of Artha Wacana Christian University since 2009. She did her master degree in Educational Technology Study Program in Malang State University in 2012 and completed it in 2014. English Language Teaching and Teacher Education are her passion.