Application of the Self-Regulated Learning (Srl) Method to Improve the Learning Outcomes of Students in Class V SD Negeri Peunaga, West Aceh District

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Abstract
The problem of this study is whether the application of self-regulation learning strategies can improve learning outcomes on the theme of maintaining the health of the human respiratory organs for fifth grade students at SD Negeri Peunaga, West Aceh district. The purpose of the research that will be carried out by researchers is to find out whether the application of the Self-Regulation Learning learning model can improve student learning outcomes. The subjects in this study were fifth grade students consisting of 17 students. The object in this study is the application of self-regulation learning strategies. This research includes Classroom Action Research (PTK) conducted in two cycles. Each cycle consists of four stages, namely design, implementation, observation, and reflection. Data collection techniques are through tests and observations made during the learning process. Data and initial tests of students' learning completeness levels are written in the form of tables and diagrams. In the pre-cycle test the level of completeness of student learning classically obtained 3 students (17.65%) who completed and 14 students (82.3 5%) who did not complete. In cycle I it increased to 5 students (29.41%) who completed, in cycle II it increased again to 14 students (82.35%) who completed. The results of observations of class management experienced an increase from cycle I obtaining an average of 2.28 pretty good categories, cycle II obtaining an average of 2.6 good categories, and cycle III obtaining an average of 3.69 very good categories.

Keyword:
Self-Regulated Learning Model, Learning Outcomes, SDN Peunaga

1. INTRODUCTION

Education comes from the word "educate" which has many meanings, including nurture, build, train, guide, and direct. When added the affix "pe-kan", it means to be a process of teaching or the act of educating or training (Julaeha, 206). According to UUD No. 20 of 2003 concerning the National Education System, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them, society, nation and state. In language, education is the process of changing the attitudes and behavior of a person or group through teaching and training. According to a broad perspective, education is all kinds of life experiences that encourage an interest in learning to know and then be able to do something that is already known" (Siregar & Epi, 2021). The main goal of education in every country is basically the same, namely to produce independent citizens who are responsible for their own lives and are able to work together with the people around them. Those who are able to make it useful for themselves and society through the process of teaching themselves (self-taught) or from teaching others (Azizah, 2019). Basically the teaching and learning process is the core of educational activities in schools. Learning shows what a person as a recipient of the lesson (student) should do, while teaching shows what a teacher who becomes a teacher should do. So teaching and learning is a process of interaction between teachers and students during the teaching process (Muhtar, 2016). From this teaching and learning process a result will be obtained which is called the teaching result, or known as the learning objective or learning outcome. However, in order to obtain optimal results, the teaching and learning process must be carried out consciously and deliberately and well organized. Evidence that someone has learned is a change in behavior in that person, for example from not knowing to knowing, and from not understanding to

understanding. Apart from being determined by the ability of the teacher, success in the teaching and learning process is also determined by the enthusiasm of students to learn optimally, learning materials and efforts to provide them, learning aids and their provision, learning atmosphere and efforts to develop them and pay attention to the conditions of the subjects who are learning and efforts to prepare and fulfill them. If these provisions are not applied in the teaching and learning process, then student learning outcomes can be said to be low.

The low learning outcomes of Peunaga Public Elementary School students in West Aceh Regency in the Subject of Maintaining the Health of the Human Respiratory Organs, one of which is caused by the learning model that has not varied in learning. These problems must be handled properly. From the description above, several causes of the problem were found, including the lack of precise application of learning strategies to students during the learning process, minimal learning resources resulting in learning being difficult to understand. Factors that influence learning success, namely, students do not make use of learning resources to find information from the material to be studied so that the learning process does not run actively, and the low learning outcomes of students in the teaching and learning process can result in the learning process being less than optimal so that the main the discussion is not complete. The low learning outcomes of students are due to the lack of interest of students in learning, lack of motivation, and boredom while studying. The importance of learning strategies in teaching and learning activities should be of particular concern to teachers to improve learning outcomes on the Theme of Maintaining the Health of the Human Respiratory Organs. Therefore, in order to improve student learning outcomes in the lesson on the Theme of Maintaining the Health of the Human Respiratory Organs, one alternative that can be done is to improve the quality of learning on the Theme of Maintaining the Health of the Human Respiratory Organs at school, one of which is by adding a variety of learning strategies. Thus, we need a learning strategy that is possible to improve student learning outcomes in the subject of the Theme of Maintaining the Health of the Human Respiratory Organs.

The application of learning strategies makes students happy, enthusiastic, and able to work on questions and be responsible for their assignments. Increased student motivation during learning can affect student learning outcomes. One learning strategy that is appropriate to the problems faced by students and teachers above is the Self Regulation Learning (SRL) learning strategy. The SRL learning strategy is a learning model that gives flexibility to students to effectively manage their own learning so as to achieve satisfactory results. uryani (in Ghufron & Risnawita, 2016) argues that SRL is not a mental ability such as intelligence or academic skills such as reading skills, or rather the process of self-directing or instructing individuals to change their mental abilities into skills in a form of learning activity or strategy. SRL can be said as an act of regulation, where students use their strategies to achieve academic goals. Thus it is indicated that the strategies applied by students in achieving good learning outcomes may vary, but students who in their learning efforts meet certain characteristics can be said to have SRL. The ability of students to plan, monitor and overcome obstacles during the learning process can be seen in the form of SRL abilities. However, in the current era, many students find it difficult to plan lessons. This can be due to various reasons such as habit students to stay up late, watch YouTube, play online games and travel for hours. Hudaifah (2020) emphasized that individual failure or success is not only a factor of intelligence but also a factor of students who are unable to manage their own individual learning process through achieving goals that refer to metacognition and active behavior in self-regulated learning (SRL). This is in line with previous research by Alotaibi et al (2017) using a sample of 356 female students, showing that strategies in SRL, especially in planning and setting goals, can have a significant positive relationship with the achievement of learning outcomes. A similar study conducted by Daniela (2015) using the Academic Self-Regulation Questionnaire (SRQ-A) and Motivated Strategies for Learning Questionnaire (MSLQ) instruments showed that self-regulated learning improves student achievement and improves the relationship between motivation and student performance From the above, the author is interested in conducting research with the title "Application of the Self-regulated Learning (SRL) Method to Improve Learning Outcomes of Class V Students at SD Negeri Peunaga, West Aceh District.

2. RESEARCH METHODOLOGY

The approach used in this research is a qualitative approach. Qualitative research is research that is experienced by research subjects holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2017). The type

of research used is classroom action research (CAR), which is an attempt to examine the learning activities of a group of students by providing an action that is deliberately raised. The purpose of this classroom action research is to improve learning gradually and continuously during research activities (Hasniwati, l 2019). This research refers to the classroom action research (PTK) model from Arikunto (2013: 137) there are four stages in each class action research cycle, namely planning, implementing actions, observing/observing, and reflecting. The researcher acts as the executor of learning, while the teacher acts as an observer who helps those who observe the course of the learning process. Teachers are involved from the process of planning, implementing actions, observing/observing, and reflecting. The cycle will end if the research results obtained have met the established indicators of success.

3. RESULT AND DISCUSSION

This research was conducted at SD Negeri Peunaga. This study aims to improve the learning outcomes of theme 2, sub-theme 3 in class V by using the application of self-regulation learning strategies. To answer these problems, this research uses Classroom Action Research (PTK) which is carried out in learning. The subjects involved in the study were all of class V, totaling 17 people. During this research, all students in the class were present (100% attendance) was intended to obtain accurate data and not affect the conclusions of the study. This chapter will present the results of the research which includes students' perceptions of mathematics through observations and tests given, in the initial description, description of cycle I, description of cycle II, description of cycle III and observations of student involvement in the learning process.

Initial Description

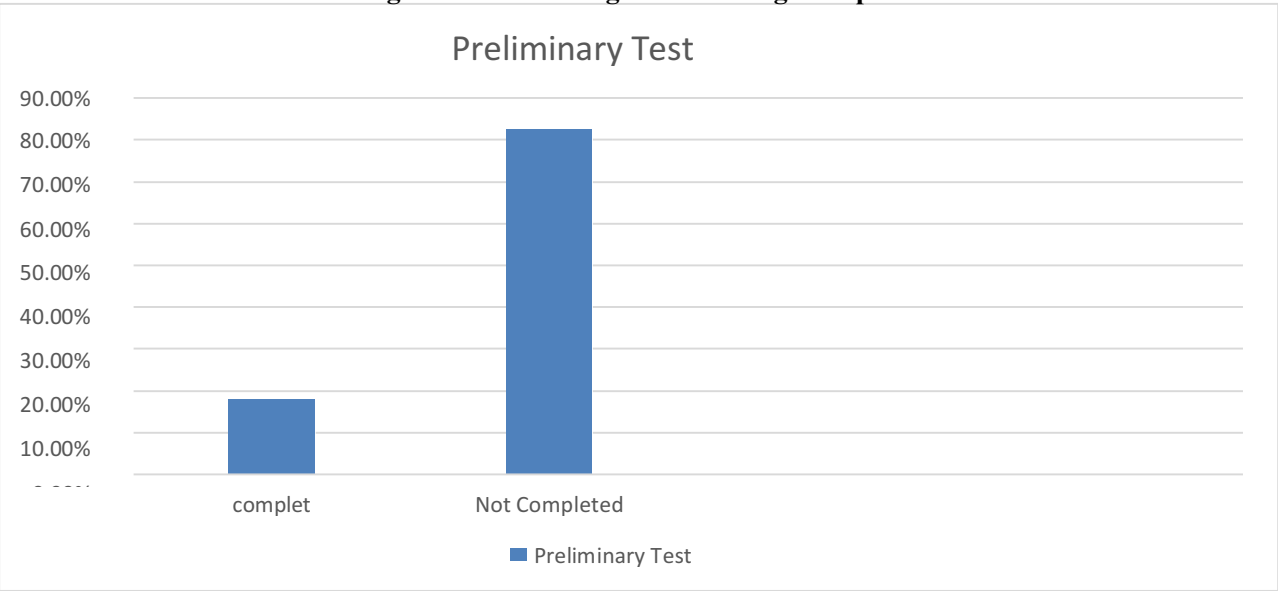
Before carrying out the research, the researcher first made observations from both the subject teacher, students and the conditions in the class. This was done with the aim of collecting data from the initial conditions of class V which carried out actions in class. By carrying out this observation the researcher will find out whether this class needs to be given appropriate actions which will be examined by researchers, namely whether the learning strategy of Self Regulation Learning can improve learning outcomes in theme 2 sub-theme 3 of fifth grade students. The initial test will be held on Tuesday 5 September 2022 at the first, second and third class hours (07.30-09-30). To find out the results of the student's initial test in this condition, the researcher gave a test of 10 subject matter from the material theme 2, sub-theme 3. In this initial test, students worked on questions that were given time to complete them for 40 minutes. From the results of students' work on tests that have been prepared by researchers after corrections have been made, the results are obtained. Based on the results of the initial test correction of 17 students in the class, it was found that 4 students completed or scored above the KKM limit, while 13 students did not complete or scored below the KKM. From the presentation of the initial test results obtained by students, it appears that only 23m5% achieved learning completeness, as we can see in table 4.1 and diagram 4.1 below:

Table 4.1 Level of Completeness in the Initial Test Ability Test

Completeness Level	Category	Many Students	Amount in Percent
70% - 100%	complete	3	17.65%
< 70%	Not Completed	14	82.35%
	Total	17	100%
Mastery learning			**17.65%**

Based on the data above, the classical learning mastery bar chart on the initial test is described as follows:

Figure 4.1 Percentage of Learning Completeness



Based on the results of the evaluation on the initial test, it shows that student learning outcomes are still relatively low. Because in the initial state of learning the SRL Learning Strategy had not been implemented, it appeared that the class was very passive and students were not able to take lessons well. This was evident because when students took the test the class atmosphere became very noisy, students were busy looking for cheat-sheets with their friends so that many students moved from place to place, this happened because students did not understand the material at all. Many factors cause this to happen. When the researcher conducted interviews with several students to find out the location of the difficulties, because: (1) Lack of student attention in learning (2) Students have difficulty understanding the questions given Students have difficulty remembering or using formulas (4) Students do not understand if the questions given are slightly different from the previous questions (5) Lack of courage of students to ask. Starting from these conditions, the researcher planned a research action using the SRL learning strategy on the subject matter of Theme 2 Sub-theme 3.

Description of Cycle I

Cycle I Action Planning

In cycle I in class V for the 2022/2023 school year the researcher started planning as follows: (1) The researcher conducted a curriculum analysis to find out the basic competencies that would be conveyed to students using the SRL strategy. (2) Prepare a learning implementation plan using the SRL learning strategy. (3) Make an observation sheet to see student motivation in solving student learning problems during the teaching and learning process takes place using the SRL learning strategy. (4) Creating instruments used in the research cycle. (5) Develop an evaluation tool in the form of a description.

Implementation of Cycle I Actions

Cycle I was held in 2 meetings, namely the first meeting on Tuesday, September 13, 2022 and the second meeting was held on Wednesday, September 14, 2022. Researchers carried out activities according to what had been planned using the SRL Learning strategy.

Meeting 1

The first meeting was held on Tuesday, September 13 2022 during the first and second lesson hours from 07.30 to 08.50 with the material on Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3. Learning activities are initiated by the teacher by greeting, followed by reading a prayer to start

learning, then the teacher takes attendance and conveys the learning objectives. Then the teacher motivates students by giving an explanation about the importance of learning this material, students listen to the teacher's explanation about the importance of learning this material. The teacher prepares subject matter that students must learn independently, the teacher gives students assignments at home which include studying the material assigned by the teacher independently then summarizing/summarizing the material, making questions related to the material he summarized. This question is expected able to reveal the mastery of the material in question, the teacher corrects the results of student work. Next, noting that a number of students were correct in summarizing the material assigned by the teacher, the teacher asked one student (as the representative of the student who was correct in summarizing the material) to explain the results of his summary in front of the class. When this happens, the teacher acts as a facilitator, resource person, and guide. Before presenting the material, the teacher and students prepare the necessary props. After finishing the presentation, using the question and answer method, the teacher re-expresses the material presented briefly to see the level of understanding of other students, the teacher again appoints students to discuss the practice questions and helps guide if very necessary, the teacher gives individual practice assignments as usual.

Meeting II

The second meeting was held on Wednesday, September 14 2022 at the first, second and third class hours starting at 07.30 to 09.30 with material on Maintaining the Health of Human Respiratory Organs Theme 2 Sub-theme 3. Learning activities are initiated by the teacher by greeting, followed by reading a prayer to start learning, then the teacher takes attendance and conveys the learning objectives. Then the teacher motivates students by giving explanation about the importance of studying this material, students listen to the teacher's explanation about the importance of studying this material. The teacher prepares subject matter that students must learn independently, the teacher gives students assignments at home which include studying the material assigned by the teacher independently then summarizing/summarizing the material, making questions related to the material he summarized. This question is expected to be able to reveal mastery of the material in question, the teacher corrects student work. Next, noting that a number of students were correct in summarizing the material assigned by the teacher, the teacher asked one student (as the representative of the student who was correct in summarizing the material) to explain the results of his summary in front of the class. When this happens, the teacher acts as a facilitator, resource person, and director. Before presenting the material, the teacher and students prepare the necessary props. After finishing the presentation. Next, the teacher gives students the opportunity to reopen their books or notes for 5 minutes studied. When there is enough time to study, the teacher asks students to close and put their books in their bags. The teacher distributes cycle I test questions, the teacher asks students to work alone, not to work together. The teacher gives a time limit in working on 10 questions for 40 minutes. The class atmosphere became quiet and the students looked serious in working on the cycle I test questions.

Observation of Cycle I Actions (Observation)

Observations were made to see students' attitudes in learning, activities and student learning outcomes with the use of SRL learning strategies. The results obtained from research conducted in the learning process, every action and change will be used as a record. The results of observing student activities in the implementation of learning cycle I are classified as not good. The results of student activities can be seen from the following table:

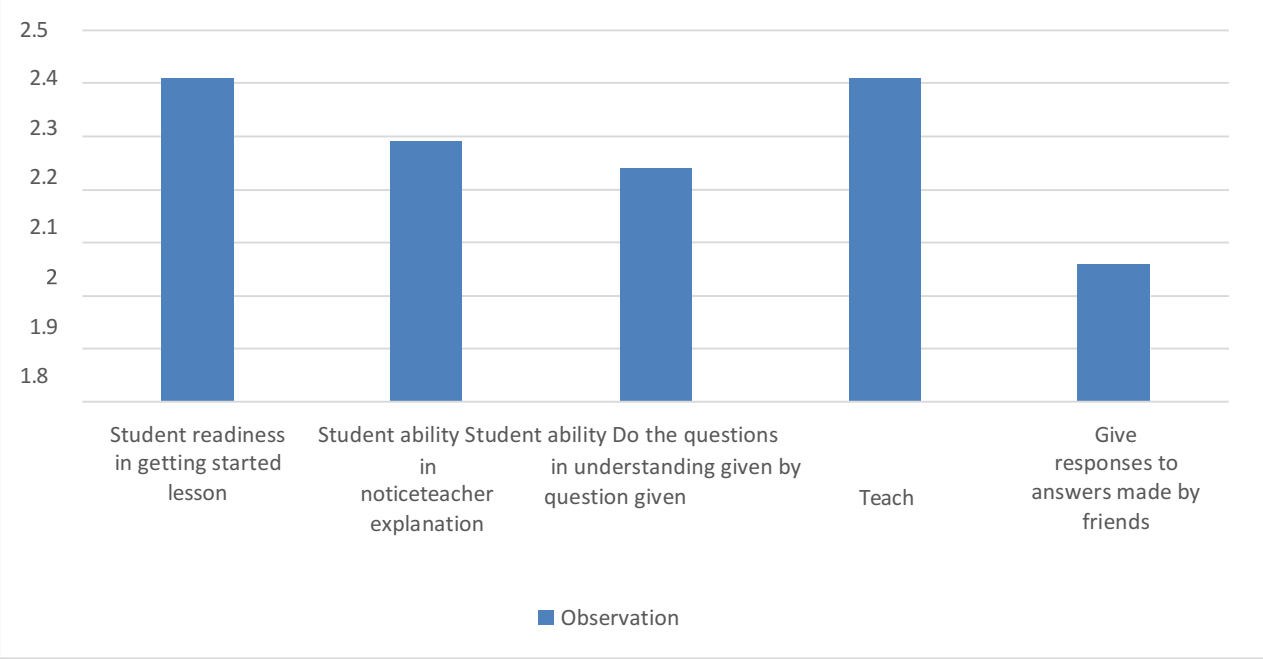
Table 4.2 Observation of Student Activities

No.	Indicator	Average Indicator
1	Readiness of students in starting lesson	2,41
2	Student ability in pay attention to the teacher's explanation	2,29
3	Students' ability to understand question given	2,24
4	Do the questions given by Teacher	2,41
5	Provide feedback on answers what his friend did	2.06
Amount		**11.41**
Average		**2,28**

Information	Pretty good

From the results of observing student activity in cycle I, it can be presented in the form of the following activity diagram:

Figure 4.2 Observation of Student Activity Cycle I



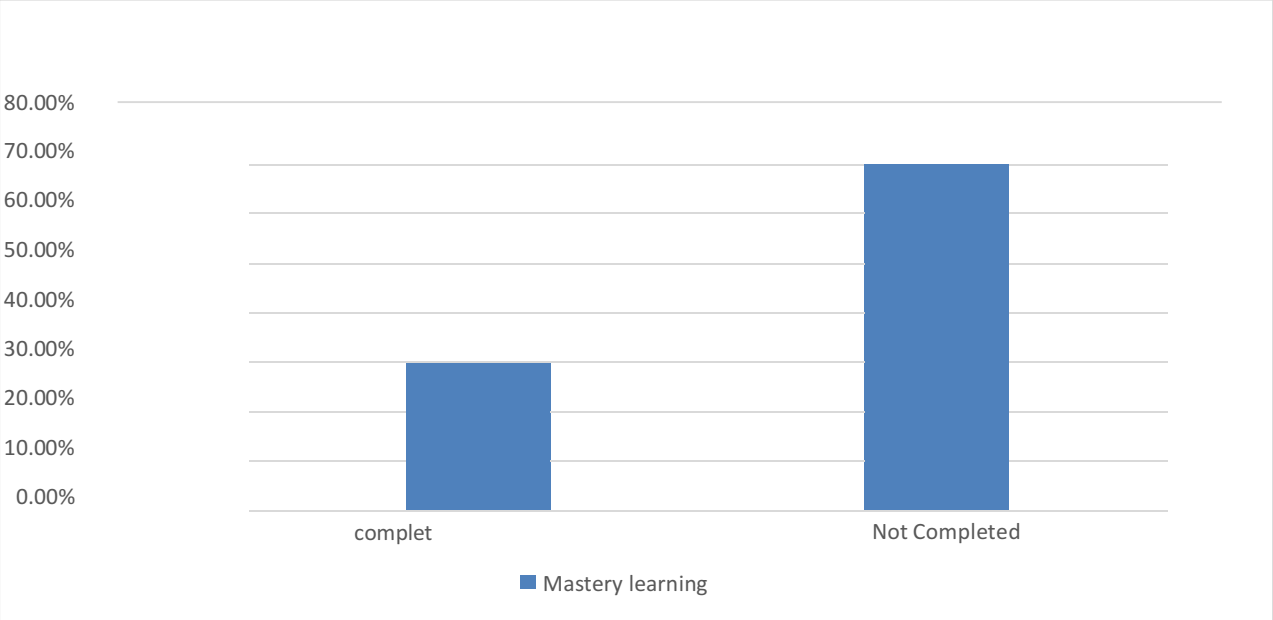
Based on the results of diagrams and student activity tables in cycle I shows activity in learning has an average of 2.28 with a fairly good description of the activities that students have. After using learning with the SRL Strategy on the material Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3 in cycle I, the researcher gave 10 questions to students. The result was an increase in student learning tests where out of 17 students there were 5 students (29.41%) who had achieved learning completeness with the highest score of 85, while 12 students (70.59%) had not achieved the learning completeness level with the lowest score is 50. The average value of class V student learning outcomes in cycle I is 63.

Table 4.3 Level of Student Completeness in Cycle I Tests

Level Completeness	Category	Many Students	amount in Percent
70% - 100%	Complete	5	29.41%
< 70%	No complete	12	70.59%
Average		**17**	**63**
Mastery learning			**29.41%**

From the table above, it can be described a diagram of learning mastery cycle I as follows:

Figure 4.3 Percentage of Student Learning Completeness



Reflection on Cycle I Actions

At the reflection stage the researcher evaluates to get data from how the student understands. From these results it can be concluded that there was an increase in student learning outcomes from the test earlier, where the results of student activities in cycle I obtained an average of 2.28 which was still categorized as quite good, and student learning outcomes in cycle I obtained an average of 63, but learning was still not effective. This can be seen from the lack of student activity in the learning process. While the achievement of student learning outcomes shows that some students have achieved learning mastery, classical learning mastery has not met the indicators of success. Observations made by researchers in the learning process were obtained by students who were still unable to understand the material clearly and were less able to work on the questions properly. The ability of students who are less able to describe the subject matter, the ability of students to form opinions and draw conclusions about the material. To improve these weaknesses and to achieve a level of completeness of learning success in cycle I, it is necessary to hold cycle II.

Cycle II Action Planning

In cycle II in class V SD Negeri Peunaga 2022/2023 school year the researcher started planning as follows: (1) The researcher conducted a curriculum analysis to find out the basic competencies that would be conveyed to students using the SRL strategy (2) Prepare a learning implementation plan using the SRL learning strategy. (3) Make an observation sheet to see student motivation in solving student learning problems during the teaching and learning process takes place using the SRL learning strategy. (4) Creating instruments used in the research cycle (5) Develop an evaluation tool in the form of a description.

Implementation of Cycle II Actions

Cycle II was held in 2 meetings, namely the first meeting on Thursday, September 15, 2022 and the second meeting was held on Friday, September 16, 2022. Researchers carried out activities according to what had been planned using the SRL Learning Strategy.

Meeting 1

The first meeting was held on Thursday, September 15 2022 during the first and second lesson hours from 07.30 to 08.50 with the material on Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3. Learning activities are initiated by the teacher by greeting, followed by reading a prayer to start learning, then the teacher takes attendance and conveys the purpose learning. Then the teacher motivates students by giving an explanation about the importance of learning this material, students listen to the

teacher's explanation about the importance of learning this material. The teacher prepares subject matter that students must learn independently, the teacher gives students assignments at home which include studying the material assigned by the teacher independently then summarizing/summarizing the material, making questions related to the material he summarized. This question is expected to be able to reveal mastery of the material in question, the teacher corrects student work. Next, noting that a number of students were correct in summarizing the material assigned by the teacher, the teacher asked one student (as the representative of the student who was correct in summarizing the material) to explain the results of his summary in front of the class. When this happens, the teacher acts as a facilitator, resource person, and guide. Before presenting the material, the teacher and students prepare the necessary props. After finishing the presentation.

Meeting II

The second meeting was held on Wednesday, September 16 2022 during the first, second and third lesson hours from 07.30 to 09.30 with the material Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3. Learning activities are initiated by the teacher by greeting, followed by reading a prayer to start learning, then the teacher takes attendance and conveys the learning objectives. Then the teacher motivates students by giving an explanation about the importance of learning this material, students listen to the teacher's explanation about the importance of learning this material. The teacher prepares subject matter that students must learn independently, the teacher gives students assignments at home which include studying the material assigned by the teacher independently then summarizing/summarizing the material, making questions related to the material he summarized. This question is expected to be able to reveal mastery of the material in question, the teacher corrects student work. Next, recording a number of students who were correct in summarizing the material assigned by the teacher, the teacher asked one student (as the representative of the student who was correct in summarizing material) to explain the results of their summary in front of the class. When this happens, the teacher acts as a facilitator, resource person, and guide. Before presenting the material, the teacher and students prepare the necessary props. After finishing the presentation, using the question and answer method, the teacher briefly re-expresses the presentation material to see the level of understanding of other students, the teacher again appoints students to discuss the practice questions and helps guide them if absolutely necessary, the teacher gives individual practice assignments as usual. Next, the teacher gives students the opportunity to reopen their books or notes for 5 minutes to study. When there is enough time to study, the teacher asks students to close and put their books in their bags. The teacher distributes cycle II test questions, the teacher asks students to work alone. The teacher gives a time limit in working on 10 questions for 40 minutes. The class atmosphere became quiet and the students looked serious in working on the cycle II test questions.

Observation of Cycle II Actions

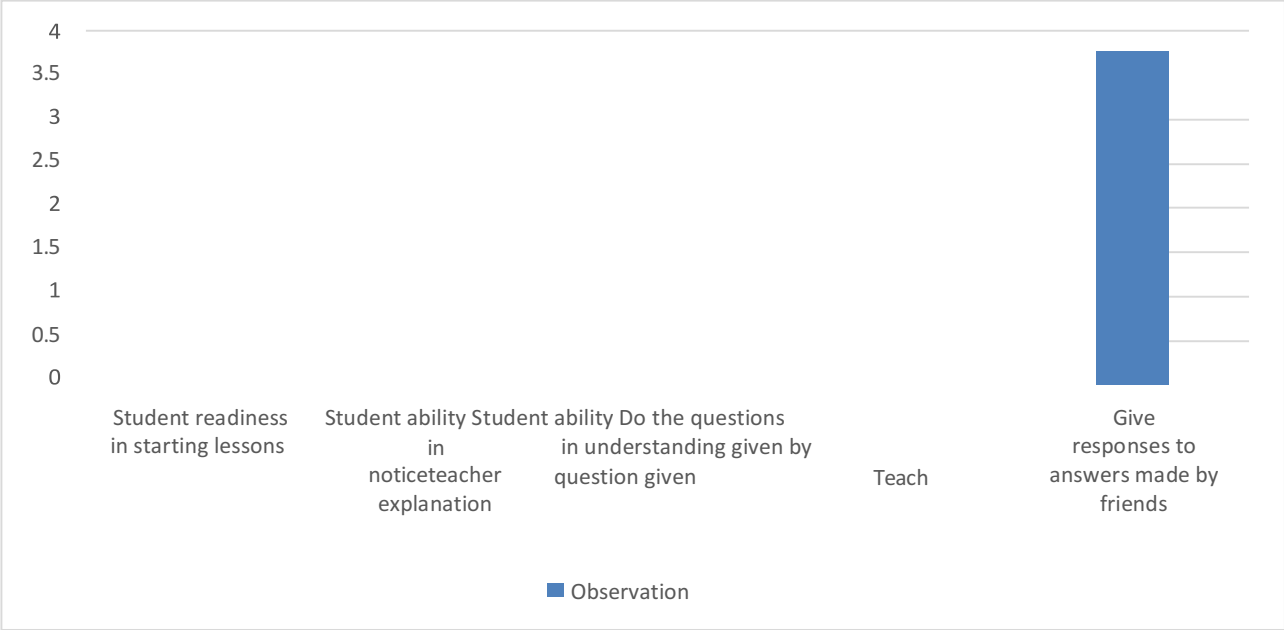
In cycle II, the observations made were the same as those made in cycle I, in cycle II the student learning outcomes were increasing from cycle I. The results of observations of student activity in the learning process in cycle II were as follows:

Table 4.4 Observation of Student Activities in Cycle II

No.	Indicator	Average Indicator
1	Readiness student in start lesson	3.53
2	Ability student in pay attention to the teacher's explanation	3.59
3	Students' ability to understand question given	3.53
4	Do the questions given by Teacher	3.59
5	Provide feedback on answers what his friend did	3.76
Amount		**18.00**
Average		**3.60**
Information		**Very good**

From the table above it can be described the observation diagram of student activity in cycle II as follows:

Figure 4.4 Observation of Student Activities in Cycle II



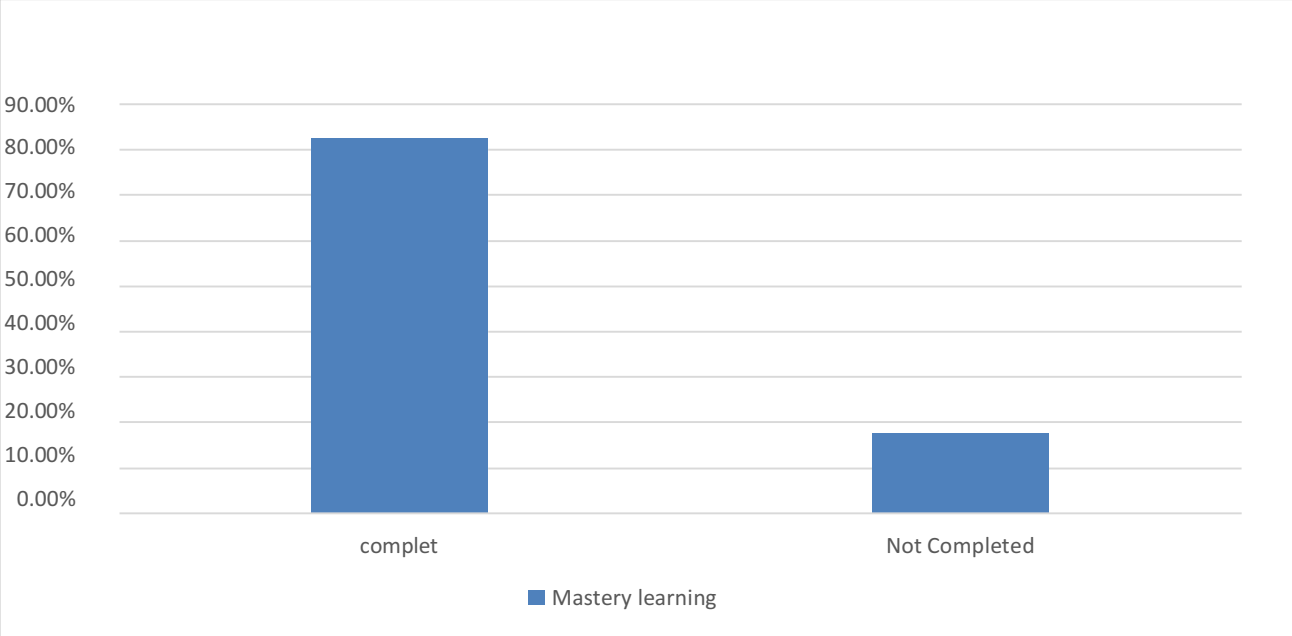
Based on the results of observations of student activity in cycle II, it showed that students' learning abilities had increased from the previous cycle. It can be seen that student learning activities are already in the very good category with a total score of 17.53 and an average of 3.51, this is what the researchers expected. Thus in cycle II there was a very good increase of all activity indicators assessed. Observation of students' learning abilities in understanding the subject matter was very good, there was an increase in the initial ability test, to the first cycle test, and the increase that occurred in this cycle was as desired by the researcher because it had achieved its classical completeness of 70%.

Table 4.5 Level of Student Completeness in Cycle II Tests

Level Completeness	Category	Many Students	Amount in Percent
70% - 100%	complete	14	82.35%
< 70%	Not Completed	3	17.65%
Average		**17**	**76,29**
Mastery learning			**82.35%**

From the table above, it can be described a diagram of learning mastery cycle II as follows:

Figure 4.5 Percentage of Student Learning Completeness Cycle II



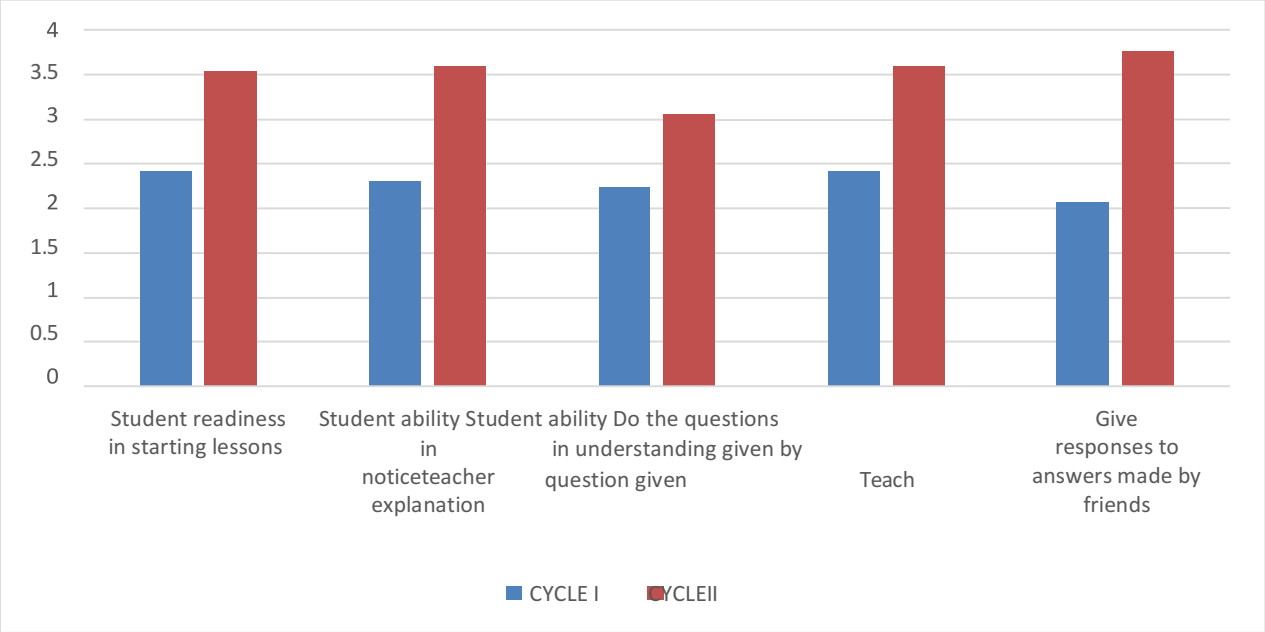
Reflection on Cycle II Actions

From the data obtained above it can be concluded that student learning activities in cycle II learning activities with SRL learning strategies are included in the very good category, where from student activities an average of 3.60 is obtained or very good categorized, almost all students are active in learning. This can be seen in the achievement of student learning outcomes which increased with an average obtained that is 76.29 with a classical percentage of 82.35%. The completeness of learning outcomes in this cycle is in accordance with the classical mastery of learning to be achieved, namely the success indicator of student learning outcomes reaching 70% so there is no need to do further research. The discussion that will be described is based on the results of observations by taking actions using the SRL learning model for class students V Peunaga Public Elementary School on the subject of Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3 can improve student learning outcomes. The level of student learning outcomes can be seen from the observation sheet of student activity during the learning activities carried out starting from cycle I to cycle II. Where in cycle I the average value only reached 2.28 with the category of student activity quite good, while in cycle II it increased to reach an average value of 3.60 with the category of very good student activity.

Table 4.6 Observation of Student Activity Cycles I and II

No.	Indicator	Average Cycle I Indicator	Average Cycle II Indicator
1	Readiness student in start lessons	2,41	3.53
2	The ability of students to pay attention teacher explanation	2,29	3.59
3	Students' ability to understand question Which given	2,24	3.53
4	Doing the questions given by the teacher	2,41	3.59
5	Give top response answer Which his friend did	2.06	3.76
Amount		**11,4**	**18.00**
Average		**2,28**	**3.60**
Information		**Pretty good**	**Very good**

Figure 4.6 Comparison of Observation Results for Cycles I and II Prior

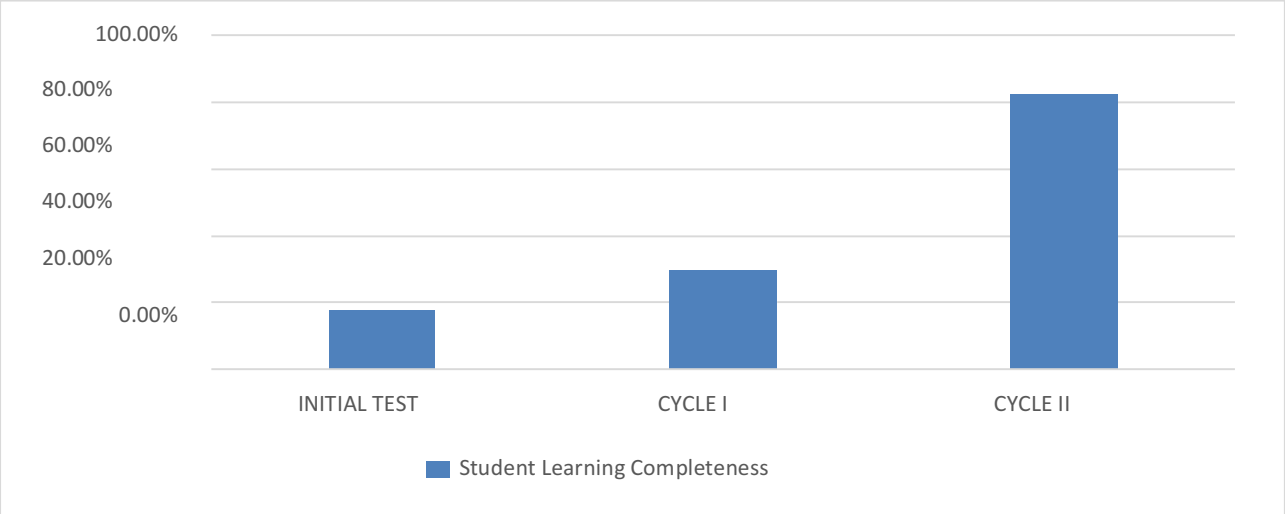


To learning using the SRL learning strategy, first the researcher gave an initial test to find out the level of students' learning abilities, to what extent students can understand about Maintaining the Health of the Human Respiratory Organs Theme 2 Sub-theme 3 using the SRL learning strategy It turns out that the initial ability level of students from the results of the initial ability tests that have been done by students classically has not achieved, only 23.5% or only about 4 students who scored reached KKM or completeness in learning. But in cycle I after the researcher took action using the SRL learning strategy, the level of ability or classical student learning completeness increased to 29.41% or 5 students scored above KKM. The increase from the initial ability test to cycle I also did not reach the level of classical ability or completeness as a whole, so given cycle II action by emphasizing SRL learning strategy activities, it turned out that the level of ability or completeness in classical learning reached 82.35% or 14 students completed in learning by obtaining KKM scores, so it can be said that using SRL learning strategies can improve student learning outcomes. Based on this research, it turns out that learning through the SRL strategy can improve the learning outcomes of fifth grade students at SD Negeri Peunaga, especially in the sub-topic of Maintaining the Health of the Human Respiratory Organs, Theme 2, Sub-theme 3. Complete as shown in the figure as follows:

Table 4.7 Percentage of Student Learning Completeness Between Cycles

Test Type	Amount	Percentage Completeness (%)
Preliminary Test	3	17.65%
Cycle I	5	29.41%
Cycle II	14	82.35%

Figure 4.7 Percentage of Student Learning Completeness Between Cycles



4. CONCLUSION

Based on the description of the discussion of this study, it can be concluded that SRL learning strategies can increase student activity in the process of learning mathematics. This is evidenced by the learning activities of students in cycle I, and cycle II there is an increase. Student learning activities in cycle I with an average of 2.28 are still in the "fairly good" category, while in cycle II the average value increases to 3.60 already in the "very good" category. And the level of student learning completeness on the initial test is 17.65%. In cycle I the level of mastery of student learning increased to 29.41%, in cycle II the level of mastery of student learning increased to 82.35%.

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