

CHAPTER I

INTRODUCTION

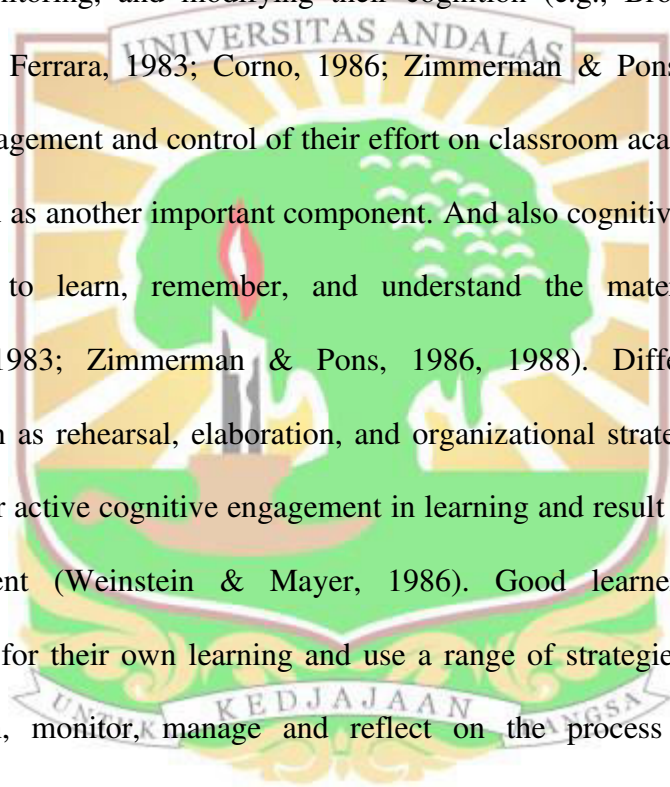
1.1 Background of Research

Educational researchers have begun recently to identify aspects that related with student's academic achievement. There is an ongoing debate about how to best prepare children and youth for adult success in the twenty-first century (Huitt, 1999b, 2007). There is less argument about how exactly that role should be. Some believe that the primary focus of school should be academic preparation of student (Hirsch, 1987, 1996; Tienken, & Wilson, 2001). But we can't deny that Student is the main factor that will lead how the academic achievement goes.

Academic achievement is determined by a person's level of motivation and commitment to achieve within an educational setting (Washington, 2009). In the other hand, Chang (2011) defined academic achievement as an individual's drive and dedication to classroom academics as indicated by his or her university-reported grade point average. But it is not enough because students also must be motivated to use the strategies as well as regulate their cognition and effort (Paris, Lipson, & Wixson, 1983).

Student achievement within Brick-and-Mortar learning environments has been found to be influenced by the degree to which a student has effective use of self-regulation, or the ability of students to plan, monitor, and evaluate their own behavior, cognition and learning strategies (McCaslin & Hickey, 2001; Winne,

2001; Zimmerman, 1990, 1994, 2001; Zimmerman & Schunk, 2001). Academic achievement of student is much related with student self-regulated learning. According to (Corno & Mandinach, 1983; Corno & Rohrkemper, 1985) Self-regulation of cognition and behavior is an important aspect of student learning and academic performance. There are a variety of definitions of self-regulated learning. Self-regulated learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition (e.g., Brown, Bransford, Campione, & Ferrara, 1983; Corno, 1986; Zimmerman & Pons, 1986, 1988). Students' management and control of their effort on classroom academic tasks has been proposed as another important component. And also cognitive strategies that students use to learn, remember, and understand the material (Corno & Mandinach, 1983; Zimmerman & Pons, 1986, 1988). Different cognitive strategies such as rehearsal, elaboration, and organizational strategies have been found to foster active cognitive engagement in learning and result in higher levels of achievement (Weinstein & Mayer, 1986). Good learners take active responsibility for their own learning and use a range of strategies which enable them to plan, monitor, manage and reflect on the process of learning a second/foreign language. They also find that meta-cognitive strategies are closely linked to the development of self regulated learning. Students who use self regulated strategies are intrinsically self motivated and prove to be autonomous learners (Zimmerman and Martínez Pons, 1988; Maxim, 2009). By using their own range of strategies, they are always engaged in self regulated learning as well, knowing what to do, how to do and when to do. The student could make a



plan, monitor that and evaluate about about the result itself. A strategic learners have their own way of thinking and their own learning approachers and they have ability to run the strategies that best meet both the task demands and their own learning strengths.

When learners are equipped with this knowledge, they will understand their own thinking and learning process and accordingly, they are more likely to oversee the choice and application of learning strategies, plan how to proceed with a learning task, monitor their own performance on an ongoing basis, find solutions to problems encountered, and evaluate themselves upon task completion (Zhang and Goh, 2006).

Knowledge of cognitive and metacognitive strategies is usually not enough to promote student achievement; students also must be motivated to use the strategies as well as regulate their cognition and effort (Paris, Lipson, & Wixson, 1983; Pintrich, 1988, 1989; Pintrich, Cross, Kozma, & McKeachie, 1986). Most students spend a great deal of classroom time on seatwork assignments, quizzes, teacher-made tests, lab problems, essays, and reports rather than on standardized achievement tests (Stiggins & Bridgeford, 1985). These assignments may not be the most psychometrically sound assessments of student academic performance, but they are closely related to the realities of instruction and learning in most classrooms (Calfee, 1985). If we are to develop models of student self-regulated learning that are relevant for much of the academic work in classrooms, then it is important to examine student performance on these types of academic tasks (cf., Doyle, 1983; Pintrich et al., 1986).

To having the ability to self-regulate, students must also be motivated to use developed or newly acquired self-regulation strategies effectively. There are many factors influence the development and use of self-regulation strategies by students to be self-regulatory (Barron & Harackiewicz, 2001; Elliot & Thrash, 2001). Student self-regulation and goal orientation are tightly interwoven constructs that influence student learning and cognition (McWhaw & Abrami, 2001; Pintrich, 1989; Wolters, Yu, & Pintrich, 1996; Zimmerman & Kitsantas, 1997).

According to Goleman (2001) emotion is a necessary for individual, therefore become the necessary for the teenagers and adults people to control emotion in themselves because someone emotion will be able to lead into something pleasant situation. In the further research Goleman (2005) also found IQ only supporting 20% from factors determining the success, 80% the rest come from other factor which is including intelligence of emotional (EI). So level of IQ is not only factor that influence someone successfulness, there are many other factor which have an effect on like emotion level, motivation, self potency, environmental, and other factors. In order to take the action for the above explanation, intellectual domination it is on the right track to accompanying with domination of emotion which either by every student, because of willingness learn every student influenced by emotion.

Andalas university is one of popular university in indonesia. It is mention that andalas university had already become top ten university in indonesia. Andalas university has graduated students from regular program and international

program. For all departement in andalas univesity provided a regular program but just a several department provided international program.

The research is conducted to measure the relation and influences of student self-regulated learning strategies toward academic achievement of students of regular and international program in Andalas University and emotional intelligence as a mediator which influence that relationship . Based on the description of the background that have been outlined above, researcher interested in conducting research with the heading :

“The Influence of Student Self-regulated Learning Strategies on Academic Achievement of College Students by Using Emotional Intelligence as mediator (Study of: International Program & Regular Program in Andalas University)”

1.2 Problem Statement

This study aims to answer the following questions:

1. How does student self-regulated learning strategies influence emotional intelligence of students of International Program and Regular Program in Andalas University?
2. How does emotional intelligence influence academic achievement of students of International Program and Regular Program in Andalas University?



3. How does student self-regulated learning strategies influence academic achievement of students of International Program and Regular Program in Andalas University?
4. How does emotional intelligence mediate relationship between student self-Regulated learning strategies and academic achievement of students of International Program and Regular Program in Andalas University?

1.3 Research Objectives

Researchers are trying to get and achieve the goal :

1. To explain the influence of student self-regulated learning strategies on emotional intelligence of students of International Program and Regular Program in Andalas University.
2. To explain the influence of emotional intelligence on academic achievement of students of International Program and Regular Program in Andalas University.
3. To explain the influence of student self-regulated learning strategies on academic achievement of students of International Program and Regular Program in Andalas University.
4. To explain the influence of emotional intelligence as a mediator on student self-regulated learning strategies and academic achievement.



1.4. Contribution of Research

1. For The Management of Department of International Program and Regular Program in Andalas University

This study aimed to determine the importance of Student Self-regulated Learning Strategies in order to reach good Academic Achievement of The Students of Regular Program and International Program in Andalas University.

2. For literature and next studies

Results of this study are expected to provide information to further research in future studies.

1.5. Scope of Research

This research will be limited to Students Self-Regulated Learning Strategies and Academic Achievement with Emotional Intelligence as a mediator. The research context focusing to Students of International Program and Regular Program in Andalas University.

1.6 Outline of Research

In order to make it easier and make moderate the forwarding of content, this research is divided into five chapter, they are:

CHAPTER I : INTRODUCTION

This is containing about background of the research, problem statement, and objective of the research, contribution of the research, and scope of research.

CHAPTER II : LITERATURE REVIEW

This chapter contains descriptions of theoretical variables that include the theories that support and underline the variables used in the research and framework.

CHAPTER III : RESEARCH METHODOLOGY

Explaining about research method which discussing about research design, population and sample, data collecting method, operational of variables, data processing, data analysis method and data analysis.

CHAPTER IV : RESULT AND DISCUSSION

Explain about validity and reliability test, analyzing the influence of student self-regulated learning strategies on academic achievement by using emotional intelligence as mediator to the students of international program and regular program in Andalas University.



CHAPTER V : CONCLUSION, LIMITATIONS, IMPLICATION AND RECOMMENDATION OF RESEARCH

On this chapter, researcher will explain about conclusion of research, suggestion of research, limitation of the research, and recommendation for further research.

