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Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *1st International Conference on Fundamentals and Implementation of Education* (ICFIE) 2014. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to the fundamentals and implementation of education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers presented in the conference are of various topics, perspectives, and methodology that stimulate debates and dialogues, so that they are resourceful for scholars and researchers who are interested in issues of implementation of education.

I hope you have an enjoyable stay at Yogyakarta State University and find the conference productive and rewarding.

Yogyakarta, 11 October 2014

Prof. Dr. Rochmat Wahab, M.Pd., M.A.

Rector of Yogyakarta State University

Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the *1st International Conference on Fundamentals and Implementation of Education* (ICFIE) 2014 held at Yogyakarta State University, Indonesia, on 11-12 October 2014.

As we all know, in this modern era, there are fast and paradoxical changes in human life. These changes bring several consequences, including those in education. To respond to the change, reviewing fundamentals of education and its implementation is a must to improve the quality of education. Bringing about two subthemes — fundamentals of education in various perspectives and practical issues in the implementation of education, this conference is designed as an effort to provide opportunities for participants to review fundamentals of education in various perspectives, provide recommendation in strategic policy of education, and discuss practical issues in the implementation of education.

This year, we invite eight speakers who are experts in the field of education. and received many additional papers, thirty of which are selected to be presented in the parallel sessions. We would like to convey our highest appreciation to our keynote speaker, Prof. Dr. Ahmad Syafii Maarif. Also, we would like to extend our sincere gratitude to the plenary session speakers — Prof. Harri Lappalainen (Turku University of Applied Science, Finland), Prof. Lawrence Zhang (The University of Auckland, New Zealand), Dato' Dr. Hussin bin Haji Ahmad (University of Malaya, Malaysia), Mark Heyward, Ph.D. (USAID Priorities), Prof. Suyata, Ph.D. (Yogyakarta State University, Indonesia), Dr. Ali Unsal (Pasiad Foundation, Turkey), and Sopantini, Ph.D. (Education Practitioner) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants and officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this event.

Finally, we do hope this proceeding will give deeper insights about education.

Yogyakarta, 12 October 2014

Dr. Siti Irene Astuti Dwiningrum

Director of Publication

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STUDENT-CENTERED LEARNING: SELF-REGULATED LEARNING

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Abstract

Since mid the year 2013 in Indonesia enacted curriculum 2013, which seeks to change the habit patterns of teachers teaching and students learning. Government or other agencies typically try to help solve the various barriers faced by teachers when the teachers faced various changes to the duties and responsibilities. Various training, workshops, mentoring, and so on are provided for teachers in order they are able to implement the curriculum 2013. But not so with the students, there is no training or workshops are held to deal with changes in the curriculum. Like or not they have to follow the curriculum changes that occur. Study habits at school that has done so far turned out to be changed. This is because students's study habits it is no longer compatible with the new curriculum. Students should not be passive, they should be active and dynamic, students must arrange their own activities to compensate for changes in teachers' teaching activities. Therefore, students need to learn how to learn, which is done in self-regulated learning abilities.

Keywords: student-centered learning, self-regulated learning

Introduction

Since the year 2013 in Indonesia enacted curriculum Curriculum 2013, which seeks to change the habit patterns of teachers teaching and students learning. Previously, students' learning approach is informed about the material to be memorized [students were told]. then turned into a learning approach based on observations, questions, collecting data, reasoning, and presentation of the results through the use of a variety of learning resources [students find out]. These changes require teachers to change the view and treatment of teachers to students. Changes in the outlook lies mainly in view of the students are passive towards active learning in individuals, from the view of the student as the object turns into a student as a subject of study, from the view of the students who received the knowledge turns into a self-governing learning needs. In other words, these changes actually change the mindset of teachers in interacting with the student as a learner. Teachers can no longer teach blindly, because teachers must be to make students to learn.

This change is a very big change in the duties of a teacher. In addition to the need to change the mindset that has lasted a long time, teachers also must be able to demonstrate a change in behavior in teaching. Paradigm shift in the learning process which previously teachers-centered turned into a student-centered learning is expected to encourage students to be actively involved in building the knowledge, attitudes and behavior. Through the learning process with the active involvement of students means teachers do not take the child's right to learn in the real sense. In student-centered learning process, the students gain the opportunity and facilities to build their own knowledge so that they will gain a deep understanding, and can ultimately increase the quality of students.

Innovative learning with student-centered learning approaches have diverse learning model

which requires the active participation of students These methods are: (a). Information Sharing by: brainstorming, cooperative, collaborative, group discussion (focus group), panel discussions, symposia, and seminars; (b). Learning from experience (Experience Based) by means of simulation, role playing, games, and a group meeting; (c). Learning through problem solving by way of: case studies, tutorials, and workshops (Williamson, 2008; 21-32). Learning student-centered learning is now considered to be in accordance with the external conditions present a challenge for students to be able to take decisions effectively to the problems faced. Through the application of student-centered learning students must participate actively, constantly challenged to have the critical power, able to analyze and can solve his own problems. The challenge for teachers as student learning companion, to be able to implement student-centered learning needs to understand about the concept, mindset, philosophy, commitment methods and learning strategies. To support teachers' competence in student-centered learning process it is necessary to increase the knowledge, understanding, skills, and skills of teachers as fasilitator in student-centered learning. The role of teachers in student-centered learning shifted from initially becoming a teacher (teacher) become facilitators. The facilitator is the person providing facilitation. In case this is facilitating the learning process of students. Teachers become learning partners who serves as a companion (guide on the side) for students.

Preparation to become a facilitator requires special efforts are sustainable. In addition to the stock of knowledge, it is also necessary exercises ongoing in order that knowledge into skills. Like the person making the cake, is not enough just to gather ingredients and reading recipes, but also have to draw on the appropriate recipe, then cook it. Even sometimes necessary in different ways, and

the addition of materials with appropriate procedures to produce a delicious cake. Similarly be facilitators, in addition to the preparation of knowledge, exercises, also need experience. Through experience and practice to become a facilitator will be obtained by the additional provision that the more that we will be able to find yourself the right way, effective, and efficient in facilitating the learning process of students.

All changes in the ability of teachers to implement the curriculum in 2013 was facilitated by the government or other institutions. In other words, even if teachers have difficulty implementing the curriculum changes they are not alone, provided assistance to implement the curriculum in 2013. The Indonesian government has invested huge funds for the implementation of the 2013 curriculum Various requirements for the implementation of the curriculum in 2013 sought the government, ranging from educational facilities to increase the ability of teachers to implement the curriculum in 2013 in the form of education and training, refresher courses, workshops, mentoring, and so on has been provided by the government. Thus, the teacher is not too long to feel the difficulties in implementing the new curriculum.

But not so with the student, no help from anyone. Parents, teachers, and even the government does not care about the difficulties faced by students face new curriculum changes. Study habits that have been done was not in accordance with the new curriculum. Teachers' teaching process previously only requires students to listen and pay attention to the teacher. That is enough. If you want more, to ask the teacher, it was very good. This is learning that makes the students passive. It was also during this justified. When the curriculum change that study habit apparently does not fit.

And what the students will be able to compensate for changes in teaching style of teachers implement the new curriculum in 2013?

Doyle (2008, xvi) stated that:

"These changes will initially be difficult for many students. Most will be uncomfortable with their new roles and responsibilities, and some will be downright hostile toward them. It is up to us, their teachers, to help them understand these changes and teach them how to learn in this new environment. We must work with them to develop the skills and knowledge they need to be successful in learner-centered classrooms. Our students are not prepared to do this on their own; it is too unfamiliar and requires too many new skills that many students do not possess".

Changes that occur in the world of school or education should not be for consumption only teacher. Changes must be open to all, no exception to the students. This implies that students need to communicate about the changes the school. An understanding of the changes will lead to behavioral adjustments (Hopkin, 2005:14). Similarly, changes

to the curriculum in 2013 demanding students' understanding of the role will be and should be done facing the implementation of the new curriculum. New roles and tasks should be socialized to the students, one of which is a way of learning in the curriculum in 2013.

Students have a very large role in the implementation of the curriculum in 2013 in the study. Students become the center of learning both at school and at home. Therefore, students must be active and dynamic implement learning activities. Learning should be seen as its own needs, so students must arrange their own fulfillment. This is the essence of Student-Centered Learning (SCL).

Student-Centered Learning (SCL), which emphasizes on the interests, needs and abilities of individuals, promising models that explore the intrinsic motivation to learn to build a society that likes and is always learning. This learning model can simultaneously develop the quality of human resources required by the community such as creativity, leadership, self-confidence, self-reliance, discipline, critical thinking, the ability to communicate and work in teams, technical expertise, and global insight can always adapt to change and development.

Principles of Psychology SCL

Provision for teachers to be able to perform its role as fasilitator one of which is to understand the principles of student-centered learning. There are five important factors dipematikan the psychological principles of student-centered learning, namely: (a) Metacognitive and cognitive factors that describe how students think and remember, as well as depictions of the factors involved in the process of establishing the meaning of information and experience; (b) Affective factors that would draw how beliefs, emotions, and motivations influence the way a person accepts the teaching situation, how many people to learn, and they do attempt to keep learning. Person's emotional state, beliefs about personal competence, expectations of success, personal interests, and learning objectives, all of it affects how students' motivation to learn; (c) Factors which illustrates that the development of physical, intellectual, emotional, social and genetic factors influenced deh dai unique environmental factors; (d) Personal and social factors that describe how others play a role in the learning process and the ways people learn in groups. This principle reflects that in social interaction, people will learn from each other and can help each other through sharing of individual perspectives; (e). Individual Differences Factors that describes how the individual's unique background and capacity of each effect in learning. This principle helps explain why individuals learn something different, a different time, and in ways different Here will be described the translation of each factor adopted from American Psychological Association (1997).

Metacognitive and Cognitive Factors

Principle 1: Basic learning process.

Learning is a natural process to achieve personally meaningful goals, be active, and internally through mediation, the search process and the formation of meaning to information and experience filtered through the unique perceptions, thoughts, and feelings of students.

Principle 2: The purpose of the learning process.

Students seeking to create meaning, knowledge representation through the quantity and quality of available data.

Principle 3: Formation of knowledge.

Students relate new information to prior knowledge that has been owned in ways that are unique and meaningful.

Principle 4: high-level thinking.

High-level strategy for "Berikir about thinking" - to monitor and monitor the mental processes, facilitating creativity and critical thinking.

Affective factors

Principle 5: The effect of motivation in learning.

The depth and breadth of information processed, as well as what and how much is learned and remembered is influenced by: (a). self-awareness and self-control confidence, competence, and ability, (b). clarity of personal values, interests, and goals, (c). personal expectations of the success and failure, (d). affection, emotions, and state of mind in general, and (e) the level of motivation to learn.

Principle 6: Intrinsic motivation to learn.

Individuals basically curious and enjoy learning, but thoughts and negative emotions (eg, feelings of insecurity, fear of failure, embarrassment, fear of punishment, or labeling / stigmatization can threaten their enthusiasm.

Principle 7: Characteristics of tasks that can enhance learning motivation.

Wanted to make know sense, creativity, and higher level thinking can be stimulated through the tasks that are relevant, authentic which has a level of difficulty and novelty for each student factors development

Principle 8: Constraints and opportunities for development.

Individual progress influenced the development phases of physical, intellectual, emotional, and social which is a unique function and genetic factors influence of environment.

Personal and Social Factors

Principle 9: Social and cultural diversity.

Learning is facilitated by social interaction and communication with others through flexible settings,

diversity (age, culture, family background, etc.) and adaptive instructional.

Principle 10: Social acceptance, self-esteem, and learning.

Learning and self-esteem is very relevant when individuals are valued and caring relationships with one another so that they are able to determine the potential, appreciate the unique talents sincerely, and they accept each other as individuals can receive.

Factors Individual Differences

Principle 11: Individual differences in learning.

Although prinsip basic principles of learning, motivation, and instruction affection effect on all students (including ethnicity, race, gender, physical ability, religion, and social status), siava have different abilities and preferences in the model and learning strategies. These differences is the influence of the environment (what is learned and communicated in culture and different social groups) and descent (what appears as a genetic function).

Principle 12: Filter cognitive.

Personal beliefs, thoughts, and understanding comes from learning and interpretation previously, this can be the basis of the individual in shaping reality and interpretation of life experience

Based on these principles then it seems clear that students should improve in the way of learning. The absence of the ability to adjust to the demands of the learning makes students tend to have problems in the following learning activities. This condition can not be overlooked or underestimated only just. Obstacles in learning activities will impact specifically and clearly visible in the performance of students in the form of learning achievement, or student exhibit behaviors that interfere with a classmate or learning in the classroom. In general, the impact of learning disabilities will be seen that the education of students in the school becomes ineffective.

Considering the impact of learning disabilities on students, it is the necessary thought and effort to anticipate or cope when these conditions occur. In particular, efforts to empower the student can be equip students with various learning abilities so that they will be able to set or regulate their own learning needs.

Self-Regulated Learning

To initiate discussion of self-regulated learning that begins with understanding what self-regulated learning. Zimmerman (2002) describes:

"Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skill. Learning is viewed as activity that

students do for themselves in proactive ways rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thought, feeling, and behavior that are oriented toward attaining goals".

From the definition above it is understood that the self-regulated learning is learning that occurs at the initiative of the students who have the ability to evoke so can affect their thoughts, feelings, and behavior strategies aimed at achieving the goal. Therefore, the problem becomes very important initiative students the ability to start this. Students who are active, creative, dynamic usually will have a lot of initiative to do the activities, it can be expected that students who have the ability to self-regulated learning is likely to demonstrate the behavior of a dynamic and active. Because it is so that if he (the student) has a goal to be achieved, then the thoughts, feelings, strategies, and directed his behavior and sought to obtain that goal. Similarly, in the study, a student who already know the purpose of learning activities will direct all the thoughts, feelings, implementation strategies, and behavior for the purpose mendapatkan which he discharged. So, how effective learning if a student has the skills of self-regulated learning. Thoughts, feelings, and behavior strategies have focused on a learning objective of capital most crucial for the students' learning process.

What is proposed by Zimmerman basically emphasizes the ability to use strategies that direct the behavior to obtain information or purpose. Also, their awareness of the effectiveness of learning strategies, namely awareness of the relationship between the process of setting and learning outcomes, as well as the use of strategies to achieve academic goals. And, students' independence marked with the student's efforts to initiate and organize themselves proactively involved in setting and time setting, the spirit, vigilance, and a willingness to try.

Thus, the notion of self-regulated learning and understanding in line with the principles of student-centered learning. These similarities include cognitive and metacognitive factors, and motivational and affective factors. In other words, the development of cognitive, affective, and psychomotor learning is a key aspect in activity to manage their own learning activities.

Learner-centered psychological principles provide a framework for developing and incorporating the components of new designs for schooling. These principles emphasize the active and reflective nature of learning and learners. From this perspective, educational practice will be most likely to improve when the educational system is redesigned with the primary focus on the learner. Psychologists, in collaboration with educators, can help decide how best to apply sound psychological principles in the redesign of Indonesia's schools. A new and exciting vision of schooling, and psychology's role in this vision, can then emerge.

Based on common understanding the above, the principle of self-regulation consists of three components, namely:

- 1) Self-Regulation of Cognition.
Cognitive abilities in the form of activities and the ability to monitor and use learning strategies and recall. Activities included analyzing tasks, establish learning objectives, define learning strategies, monitor and adjust the learning strategies. So for students who have a positive cognitive strategies to process the material will demonstrate in-depth lessons, repetition (rehearsal), expanding (elaboration), and organizing lesson materials properly. While the students were negative strategy will act recklessly in understanding the material, or in other words the process of lessons in shallow (shallow processing), just do the memorizing.
- 2) Self-Regulation of Motivation and Emotion
Monitoring and modification of the conditions of motivation and emotional reactions that support the business and learning. Students who have a positive strategy will demonstrate mastery goals, monitor the "self-talk", supplemented realistically, was able to learn, whereas a negative strategy is only temporary goal (value), is pessimistic, was feel not able to do something (self-handicapping), learning with hopelessness, listlessness, lackluster, and so on.
- 3) Self-Regulation of Behavior.
Monitor, develop and allocate resources, including time, labor, and materials to maximize comfort and efficiency of learning. Positive so that they will realize the need for strategy planning time, manage the orderly use of time, work in place and pay attention to rest, food, and relaxation. While the strategy was not negative time organizing, coercing in studying (cramming), do not pay attention to rest, do not pay attention to a matter of eating.

Teaches students Self-Regulated Learning

Self-Regulated Learning (SRL) can be taught in several ways that can be taken:

- 1) SRL can be taught directly (explicit instruction), a direct reflection and metacognitive discussion.
- 2) SRL can be enhanced indirectly through modeling and through activities that require reflective analysis of the study.
- 3) SRL can be improved by estimating, mapping and discuss evidence of growth in private (personal).

Then, to apply SRL there are several phases that must be considered. There are three main phases in the Self-Regulated Learning (SRL) Cycle is conceptualized in the following image below (<http://vcs2.ccc.cccd.edu/edu120>) :

There are three main phases in the application of the proceeds circle SRL along with critical reflection center:

1) Phase 1 planning.

Planning phase of SRL sets the stage for learning. During this phase the students do:

- a. Analyzing the learning task.
- b. Setting goals (making sure that the learning objectives have been clearly understood).
- c. Planning for learning strategies (consider a variation on how to approach the task of learning)

So students should be familiarized to ask about:

- a. What is the purpose of the task?
- b. What other strategies are effective with this type of task is it?

2) Phase 2 monitoring.

During the monitoring phase, the students have to implement a plan of the first phase, while monitoring the progress of learning is done should also be considered to achieve the goal. Therefore, students harsu helped to answer these questions:

- a. Is the planned strategy has been used?
- b. Do not slip back again hello to old habits?
- c. Is attention focused?
- d. Is defined strategy goes well or need adjustment?

3) Phase 3 evaluation.

During the evaluation phase, the students helped to determine the degree of goodness of the chosen strategy, through an understanding of:

- a. The use of appropriate strategies have been / should be?
- b. How is the strategy that has been running?
- c. Is the strategy appropriate to the type of learning task?

4) Reflection.

Reflection is not a separate step four with circle SRL, but the reflection is done during the process cycle SRL. Ertmer and Newby (1996) states that reflection provides the connection between what students know about learning and what they are doing about learning (self-regulation). It further recommended that the students that put reflection as a strategy or skill that runs on other strategies. Ask yourself (self-questioning) will facilitate the process of reflection. Reading the questions above is an example of that by Ertmer and Newby (1996) referred to it as "a reflection on the implementation of activities" (reflection-in-action).

Closing

Capabilities of students who have high self-regulated learning will be demonstrated by the ability to evoke thoughts, feelings, and behavior strategies aimed at achieving the goal. Because, in the ability of self-regulated learning abilities, there are three main components, namely the ability to regulate cognition, motivation and ability to regulate emotions, and the ability to regulate behavior. One attempt to instill and develop students' self-regulated learning is the direct teaching, metacognitive direct reflection and discussion. Implementation through planning activities, then the implementation and monitoring of the implementation plan, and evaluation of the effectiveness of implementation.

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