Developing Students Character through Self-Regulated Learning

by Dr. Muhammad Nur Wangid

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By prmary education and elementary school teacher eduation

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Foreword of the Rector

Assalamu'alaikum warohmatullohi wabarokatuh

1. The honorable, the invited speakers
2. The distinguished presenters and participants
3. The special guests attending this international seminar

Welcome to the **International Seminar on Primary Education** (ISPE 2013) in Yogyakarta State University.

On behalf of the Yogyakarta State University, I would like to extend my warmest welcome and sincere good wishes to all distinguished participants, especially the invited speakers:

1. Dr. John Hope (Auckland University, New Zealand)
2. Dr. Rajchukran Tongthawarn (Chiang Mai University, Thailand)
3. Prof. Ranbir Singh Malik, M.A, M.Ed, M.Phil, Ph.D (Edith Cowan University, Perth Australia)
4. Prof. Dr. Soedijarto, M.A (Jakarta State University, Indonesia)
5. Prof. Suyata, Ph.D (Yogyakarta State University, Indonesia)

to this international seminar on ***Empowering Primary Education for a Brighter Generation.*** It is indeed an honor that we have a chance to host the first *International Seminar on Primary Education* in conjunction with the celebrations of our forty-nine (49^{th}) anniversary. We are also delighted to welcome again all participants who all share the same commitment to educational development, especially in developing the primary education.

Nowadays, primary education, especially in this new era, has become one of educators' main interests. They are concerned with some current issues of education in the primary level, such as: policy on primary education, curriculum development in primary education, joyful and meaningful learning for children, character building in the early ages, and challenges and opportunities in primary education.

Some possible and appropriate solutions by empowering primary education comprehensively for a brighter generation need to be implemented since there are fast changes in human life especially in this current decade. There are several issues concerning younger generation, such as moral degradations and violence. A comprehensive study related to various efforts in handling some perspectives of primary education is therefore required.

Yogyakarta State University, *as The Leading University in Character Education,* will witness a gathering of key primary educators around the world, including the participants and presenters from Indonesia, New Zealand, Bangladesh, Singapore, India, Malaysia, China, Thailand, and Mexico who attend this seminar. Their precious views and experience, highly valued by people in the field, will be

shared with more than sixty paper presenters from over eight countries together with other seminar participants consisting of foreign and local educators, as well as students. The gathering here this year could be an important step towards the right view and direction of primary education and its ultimate goals. It will be a great opportunity not only for us to learn from each other in the spirit of the field of primary education but also to build those vital links for international cooperation which are fast becoming a necessary part of life.

Wassalamu'alaikum warohmatullohi wabarokatuh

Yogyakarta, May 18-19th, 2013

Professor Dr. Rochmat Wahab, M.Pd, M.A
Rector of Yogyakarta State University

Foreword of the Chairperson

Primary education has an important contribution to young children because it provides a major step for their adulthood and promotes their personal growth and achievement. It shapes the future of humanity. Therefore, empowering the primary education to grow the full potential of young children should become the commitment, passion, and effort of stakeholders.

There are many issues on primary education that need to be comprehensively studied. These lead us to hold International Seminar on Primary Education (ISPE) 2013, of which the theme is Empowering the Primary Education for the Brighter Generation. There are five sub-themes in the seminar, i.e. Policy on Primary Education, Curriculum Development in Primary Education, Joyful and Meaningful Learning for Children, Character Building in the Early Ages, and Challenges and Opportunities in Primary Education. This seminar provides good opportunities for participants to share ideas, experiences, and research findings, in national and international perspectives. Thus, it is expected that they could contribute to shape the future humanity development for the next brighter generation.

In this occasion I would like to extend my gratitude to Rector of Yogyakarta State University (YSU), Dean of Faculty of Education YSU, and Director of Graduate School YSU for their support. Special thanks are also given to the keynote speaker, invited speakers, and presenters, for spending time to share academic, bureaucratic-administrative, and day-to-day experiences in this seminar. I also wish to thank participants for their willingness to take part in this seminar. Last, but not least, I would also like to express my gratitude to all committee members for their smart and hard work that leads to the success of this seminar.

I hope the seminar can give valuable contributions for empowering primary education to prepare children to face the future and become a brighter generation.

Yogyakarta, 18 May 2013
Chairperson

Dr. Udik Budi Wibowo, M.Pd.

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INVITED SPEAKERS

DEVELOPING STUDENTS CHARACTER THROUGH SELF-REGULATED LEARNING

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Abstract

Childhood is a time to play. As a result of this period children would rather play than in many other activities. However, at this time the children also have a very important task for later life, which is studying a variety of other tasks to deal with later life generally, and learning about learning skills for academic mastery. Therefore, children are required to have the learning skills and life skills. Various skills are essentially contains character values that accompany perfection mastering these skills. Therefore, the cultivation of character inherent in the development of life skills learning and development. The form of the most important skills to learn is to learn how to learn. Mastery of skills on how to learn to do by developing the ability to organize themselves in learning, that is called self-regulated learning. Skills include the ability to self-organize themselves to manage the cognitive, affective, and psychomotor comprehensively. Through a process of self-regulated learning can develop students' character . Self-regulated learning process occured through several stages. Each stage has a function that can develop students' character. Character students which will evolve is capability students to set goal-seting, express ideas and show curiosity (initiative), carried out its duties independently, organizes activities of life (caring), committed to completing the task with flexibility, accountable for his actions (self-discipline), collaborate with friends (team works), and have positive attitude (optimistic).

Keywords: character, self-regulated learning

1. Introduction

Childhood is the period of a child to play. Much of the time when children are interacting with their peer, they are playing. They are very happy with playing to satisfying their desirebility. So, play is pleasurable activity that is engaged in for its own sake (Santrock, 2011). Montessory characterized children in this period as preffered work to play (Pound, 2011). Actually there are some reasons why children want to play. Play allows children to use their creativity while developing their imagination, dexterity, physical, cognition, and emotion (Ginsburg, 2007).

Children could developing their imagination through playing. An example of how this occurs is when children play the role of the teacher in pretend play. To do this, they musy adopt another perspective and practice the rules that operates in the classroom. They also internalizing the words that help them control their own outbursts, such as when they imperiously tell a “pupil” to take turn and sit down. When children acting as teacher scold the ”pupil”, they are mastering thier own reaction to when they were last scolded. Make bilieve play is rule based, and children work at following the rules (Singer, et all, 2006).

Children developing their dexterity through playing. As they play master they world, play helps children developed new conpetencies that lead to enhanced confidence and the resiliency they will need to face future chalanges (Hurwitz, 2003).

The most frequently performed play children are physically. Playing is a natural activity that is done in order to develop the body's abilities, including skills, strength, speed, balance, and so on. This was done to address a variety of tasks in the future. The older, the more skill, strength, speed, and balance required in carrying out development tasks.

Play, both directed and undirected, is critical component of learning. Play helps children learn new concepts and problem-solving skils in natural, fun way. Many new concepts discovered through play. Many of the types of games that encourage children to perform troubleshooting. Through certain types of play children can recognize, understand, apply the rules, analyze situations, synthesize the components, to evaluate a structure that has been formed. Even further they can criticize, predict, and creativity to create something new.

Play also critical to self-regulation and children’s ability to manage their own behavior and emotion. For example, when a child learns to delay gratification or to calm herself when is upset, she is manifesting the development of self-regulation. Play is the place where children practice these skills (Singer, Golinkoff, and Hirsh-Pasek, 2006).

However, while doing activities are always in the form of play, children's still has the developmental tasks that must be done. According to Havighurst (Fingerman et all, 2011) developmental tasks explained as each individual, by virtue of being a citizen of a larger society, faces

a series of expectations over the life course. He posited that judgments of success by self and society are highly influenced by the degree to which an individual is perceived to be meeting these expectations. In children stage according to Havigurst theory, some of the developmental tasks are (a) developing basic skills for reading, writing, and arithmetic; (b) developing conscience, morality, and values; (c) achieve personal freedom. It is mean the children should begin to master academic discipline, and also moral values that must be learned and applied in life. And in the end is reached personal liberty, not dependent on others. Starting from this idea then how to develop the academic skills of children who also can develop morality to achieve independence. To answer these questions the growing up theoretical perspectives on learning will be discussed.

The development of learning theory last for at least one hundred years period based on three sphere: first, learning as response strengthening, secondly, learning as information processing, and third learning as construction of knowledge (Mayer, 1996: 152). Learning as response strengthening occurred during the period 1900 - 1950 where the research using animals with tasks that are artificial. Principal role of the teacher is as a supplier of rewards and punishments, otherwise students served as recipient of reward and punishment. Then the type of learning method that teachers are trained and provided practice (drill and practice) by skill. The second period that assumes learning as information processing. This occurred during the period of the 1960s until the 1970s, which began research using human but with the tasks that are still apparent. The teacher's role as a spreader of information, while students assigned to receive information. In relation to the types of tasks the students are done learning methods are textbook and lectures. While the third period learning is seen as a construction of knowledge, which occurred in the 1980s up to the 1990s. Research based on experiments with human tasks that are realistic. The teacher's role is to provide guidance to explore the academic tasks, while students tasked with making sense. Therefore, the type of learning method is discussion, guided discovery, supervised participation in academic tasks.

In accordance with the development of the theory of learning in the way of developing the academic skills students need to be adjusted with the existing development. One important assumption is that students as individuals who construct their own knowledge. Therefore students should be able to manage their own learning needs and obligations. Based on the reasoning above, the learning strategies that enable students to acquire academic skills and independence are self-regulated learning (SRL).

2. Self-regulated learning

The term *self-regulated learning* emerged largely from a sociocognitive perspective. Self-regulated learning refers to strategic and metacognitive behavior, motivation, and cognition aimed toward a goal. "Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989). Sociocognitive models of SRL emphasize modeling and prompting as key instructional tools for promoting SRL. Social context is central in framing and influencing student self-regulation, and the underlying goal is to enhance the individual's regulation of cognition, metacognition, behavior, and motivation. Social and self are viewed as distinct entities whereby social influences shape the development of SRL by defining conditions for tasks and providing standards, feedback, and modeling. From this perspective, self-regulation refers to an individual's process, within which contextual and interpersonal feedback affect the acquisition, while an individual's goals and efficacy influence the motivation (Jackson, Mackenzie, and Hobfoll, 2000). The focus is on an individual as a regulator of a behavior (individual-oriented process)

Self regulation is essential to learning process (Zimmerman, 2008). It can help students for better learning create habits and strenghten theirs study skills, applay learning strategies to enhance academic outcome, monitor their performance, and evaluate their academic progress (Zumbrun, Tadlock, and Robert, 2011). Teachers thus should be familiar with the factors that influence a learner's ability to self-regulate and the strategies they can use to identify and promote self-regulated learning (SRL) in their classrooms. In addition to self-regulation, motivation can have a pivotal impact on students' academic outcomes (Zimmerman, 2008). Without motivation, SRL is much more difficult to achieve.

Self-regulation refers to both unconscious and conscious processes that affect the ability to control responses (Carver, 2004). It is a skill that has overarching effects on an individual's ability to tolerate unmet wants or needs, handle disappointments and failures, and work towards success. The ability to self-regulate is the foundation for compliance with accepted standards of conduct at home, school, and later, in the workplace. Self-regulation is often thought of as a dual process-cognitive and social-emotional (Blair and Razza, 2007)

Cognitive self-regulation is the degree to which children can be self-reflective, and can plan and think ahead. Children with these strengths are in control of their thoughts. They monitor their behavior, evaluate their abilities, and are able to adjust their behavior, if necessary. For example, if a

self-regulated child knows there is an upcoming test, he or she chooses to study to be ready for the test, instead of hanging out with friends.

Social-emotional self-regulation is the ability to inhibit negative responses and delay gratification. An individual with this ability is able to control his or her emotional reactions to positive and negative situations, as in the case of a child who can resist his immediate inclination to erupt into anger when a peer skips in front of him in the lunch line.

The ability to self-generate increase dramatically as children grow older (Fingerman, et all., 2011). Whereas self-regulation depens largerly on development capabilities (Bandura, 1997), as children mature goal setting and self-monitoring become critical (Campbel, 2006). In general, children and adolescents are more likely to carryout self-regulatory behaviors if they set manageable goals for which they have direct control and continuously evaluate their behaviors and responses.

3. Rationale the importance of self-regulated learning

Children need to develop self regulation skills because of the strong influence these skills on school readiness and building relationship with peers (Elsenberg, Vallente, and Eggum, 2010). In line with the previous opinion Galinsky (2010), found self-regulation essential for success in school, work, and life. Self-regulation remain perhaps even more important in teen years, which are often marked by an increased vulnerability to risks such as truancy,peer victimation, and substance abuse (Bandy and Moore, 2010). Adolescent who do not regulate their emotions and behavior are more likely to engage in risk–taking and unhealty behavior (Grolnick et all, 2002). Being able to suppress impulsive behavior and to adjust behavior as appropriate has been linked to positive outcomes for children and adolescents. Some of these positive outcomes include:

a. Higher academic achievement. Children who are self-regulated are more likely to perform well in school (Ahmad, 2012). The capacity self-regulation in fulfilling the task of learning through the selection of appropriate learning strategies, and overcome various problems and barriers that exist to be key in obtaining academic achievement. Thus, the more capable in organizing various activities to learn well then it will be better the academic results obtained.
b. School engagement. Adolescents who delay gratification and adjust their behavior are more likely to be engaged in school. Moreover, such students tend to work harder than do their peers who lack self-regulatory abilities (Elsenberg, Valente, and Egumm,. 2010). Student involvement in the learning process is the key of success in learning (Frederick, Blumenfeld, and Paris, 2004). As discused above that students should construct their own knowledge. Through the efforts of self-regulated learning process itself is done through planning, implementing the plan with commitment, as well as evaluating the results will make students fully engaged in their learning.
c. Peer social acceptance. Self-regulation is also linked with favorable perceptions by others. Ability to manage oneself include social and emotional aspects, so that when the students in schools that have been well able to adjust its behavior associated with his friends will get popularity and wider acceptance than students who are less able to regulate social and emotional behavior (Elsenberg, Valente, and Eggum, 2010). Children and adolescents who are able to control impulses and reflect on their actions are more likely to have friends and to get along with others (Bandy and Moore, 2010).
d. Avoidance of negative behaviors. Self-regulated adolescents are less likely to engage in substance abuse, truancy, and violence (Lee, Hamman, and Lee, 2007). Full engagement in academic tasks school makes the students not leaving time school and waisting energy to do the negative. This is because the learning behavior has been designed or goals to be achieved are determined so that they only focus on the activities that must be performed. The interaction between students is also an effort to achieve learning goals, so if there is resistance or ignorance of them instead they will help each other. There is no thought or intention to be absent. Among the students there has been a growing sense of mutual need to organize together with self-awareness. Help each other when they are in need, so that school assignments are not considered to be a heavy burden, but rather as a joint liability.

4. Process self-regulated learning

To develop self-regulated learning should be understood first the process implementation. Social cognitive theory postulates that the self-regulation process consists of three stages: self-observation, self-judgment, and self-reaction (Bandura, 1986). Self-obsevation refers to deliberate attention to be paid on a particular aspect of a person's behavior (Schunk and Zimmerman, 1997). When the observation is made will result in the perception of progress, it can motivate someone to improve performance by changing what he had done. Students who experience academic barriers to learning activities are often surprised that he has done, because it is not aware of having to spend a lot of time to study for non-academic activities, duties or obligations while it is still unfinished.

Such knowledge can motivate students to change his habits. Bandura and others such as Mace, Belfiore, Shea in Schunk & Zimmerman (1997) recommends to assess the behavior should look like the dimensions of quantity, quality, value, and originality.

Self-observation closely associated with self-judgment which refers to the comparison of current results with a standard. Bandura (1986) put a lot of emphasis on the assessment process and the specific factors that affect the valuation, which has facilitate empirical findings. So that the self-assessment, estimated, influenced by the type and importance of standards used.

Standards can be expressed in terms of absolute or normative form. Standards are absolute certain is that, for example, a student who is trying to complete the task within the time limit concerned subjects. Time to complete a learning task is limited by the time available. While the normative standards based on the achievements of others, for example, a student who is trying to become the first person to complete the task. Thus, the normative standards based on social conditions. These standards are often obtained by observing the model (Bandura, 1986) socially compare themselves with the achievements of others, it will help one to evaluate its accuracy in behavior. Social comparisons are used in the process of self-assessment as absolute standards have no effect or unclear (Schunk, 1996).

Self-reaction include making one's evaluative response to decide actions, for example, is something the matter / case it is good or bad, can be accepted or rejected, or is outside the range of expectations. Evaluative reaction is a critical aspect of self-regulation and is a unique contribution of social cognitive theory (Bandura, 1986). Evaluative reactions include students' beliefs about their progress. Students' beliefs in making acceptable progress toward a goal together with the hope of satisfaction for the purpose, capable of heightening feelings (self-efficacy) and sustain motivation (Schunk: 1996).

The third stage (subprocess) of self-regulation is to interact with each other. When a student observes his own actions, he was assessed on the basis of objective standards and react to that assessment. Evaluation and reaction extent they organize additional observations further. Subprocess also interact with environmental factors (Zimmerman, 1989).

Students who assess the progress of a task or learning is still in its early stages is not enough (inadequate) would probably react by asking the help of the teacher. Teachers may help students learn better strategies, which will then be used by students to enhance a better learning performance. Dynamic interaction of those aspects of self-regulation is a basic overview of the process of a self-regulation capability.

5. Character in childhood

Childhood is a period of development of all aspects , including physical, cognitive, social, and personal. So, character as one of the aspects of development need to be developed. Character development can not be separated from other aspects of development. Therefore, character development should be integrated in every other aspect of the development effort. Lack of progress the development of the character will make an individual is considered as an individual who is less or imperfect his humanity. This is because the character is very useful for themselves and when dealing with others. Therefore, the importance of character development in childhood to be very significant

The word character as it relates to character education is most often used to refer to how 'good' a person is - in other words, a person who exhibits personal qualities which fit with those considered desirable by a society might be considered to have good character and developing such personal qualities is often then seen as a purpose of education.

There are three main categorical factors that influence the development of character capabilities in the early years, relating broadly to *structural circumstances*, *parenting style* and *psychology* (Lexmond and Reeves, 2009):

a. *Structural factors*: Material poverty, parental background, family structure, ethnicity, gender, disability and the other structural circumstances of children's early lives all form the background to their development and exert an influence on that development. This is the kind of 'visible' disadvantage which is most obvious to policy makers, and which drives many policy priorities in this area.
b. *Parenting style and confidence*: Parents' approach to their children – their level of warmth, responsiveness, control and discipline – are strongly influential on children's character capability development. Parents' perceived view of their competence or ability to parent well is also an important influence on the development of children's character capability.
c. *Psychological vulnerability*: Genetic, pre-natal and very early environmental factors can affect children's early psychological development. Some children, as a result of these varying factors, have a temperament that makes them more susceptible to weaker parenting or a less nurturing environment, or less susceptible to better parenting or more nurturing environments. These children are found across the socio-economic spectrum, but suffer more in

low-income households; in this sense they are doubly disadvantaged.

There are many character education programs are offered to achieve the desired character in accordance with the norms of society or of other values. On this occasion we will discussed the developing of character through self-regulated learning

6. Developing character through self-regulated learning

To promote SRL in classrooms, teachers must teach students the self-regulated processes that facilitate learning. Each of these sub-processes have different meanings when interpreted from the perspective of the character development of students. Zumbrunn, Tadlock, and Robert, (2011) summarized the various opinions and results of the studies showing that the processes of self-regulated learning include: goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking , and self-evaluation. Each stage of this process has a function that can develop character. The following stage is passed to the students and the characters that are developed.

6.1 Goal setting

Goals can be thought as the standards that regulate an individual's actions (Kivinen, 2003). In the classroom, goals may be as simple as earning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam.

In goal setting is actually the students practice being honest with himself. The goal set is essentially a measure of their own abilities, so if students set a goal that is not in accordance with his ability then that goal may not be achieved, it is because of insincerity to himself. In addition, students also practice self-control. Desires that are not in accordance with its ability to be adapted to existing conditions on him. McElmeel (2002) says goal setting is the ability to determine what is wanted or needed and to work toward it. It is identifying desired out comes or objectives and designing a strategy or plan of action to achieve them.

6.2 Planning

Similar to goal setting, planning can help students self-regulate their learning prior to engaging in learning tasks. In fact, research indicates that planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful (Schunk in Zumbrunn, Tadlock, and Robert, 2011). Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal (Schunk in Zumbrun, Tadlock, and Robert, 2011). Character values obtained with the planning is studets had initiative, and also activities students to be careful, to act with considering the consequences, so that the activities undertaken strategic value. The nature of prudence or thinking carefully is very important when an actin would be undertaken. The success of the students mastered the character values will appear in the actions of students who seem quiet, calm but definitely knows the direction of the goal. It is the character obtained from planning. Initiative is the ability to take action independently without outside influence or control. It is a willingness to make the first move or take the first step without being prompted by anyone else McElmeel (2002).

6.3 Self-motivation

Self-system has an important role in the self-regulated learning, that is an internal self-generated desire resulting in an intentional choice that is (a) based on self-system awareness and value, (b) motivated by personal self-development and self-determination goal, (c) integrally related to affect and mood (McCombs and Marzano, 1990). Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning). Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous (Zimmerman in in Zumbrun, Tadlock, and Robert, 2011). By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying (Wolters, 2003).

Character values contained in the self-motivation is independence. Self-regulated learning to integrate "will and skills' to proceed a more meaningfull activities. Thus self-regulated learning will make the students more willing to act on its own initiative. It is also student will be courageous. Courage is a firmness of mind and will in the face of danger or extreme difficulty. It is the ability to stand up to challenges and to support unpopular causes (McElmeel, 2002). This character very important to everyone, because not everyone will be free of problems, one conditions that should be faced.

6.4 Attention control

In order students able to regulate their activity independently, they should concentrate. Controlling attentions is cognitive activity that requires self-monitoring significantly. Therefore, it makes sense that students are able to focus his attention to follow the teacher's explanations get better academic results. Thus, teaching students to attend to learning tasks should be a priority. Teachers can help their students control their attention by removing stimuli that may cause distractions, and providing students with frequent breaks to help them build up their attention spans.

Character values obtained by students in the attention control is caring, confidence and patience. Through practice to control attention the students actually also trained to pay attention to one object. Ability to pay attention is very important in social relationships. Specifically the ability to give attention to someone who is need or in line with the context of the relationship, it will indicates the quality of social relationships. It is in accordance with the opinion of McElmeel (2002) caring is the act of being concerned about or interested in another person or situation. It is feeling or acting with *compassion*, *concern*, or *empathy*. Whereas, confidence is a faith or belief in one self and one's own abilities to succeed. It is the belief that one will act in a right, proper, or effective manner. And, patience is the capacity to endure and to wait for one's goals to be achieved; to conduct oneself without undue haste or impulse.

6.5 Flexible use learning strategies

Students who succeed are those who can implement a variety of learning strategies and adapt it to the various conditions encountered so that learning goals can still be achieved. However, it is important to note that most students, especially those in the primary grades, typically do not have a large repertoire of learning strategies at their disposal (van de Broek in Zumbrunn, Tadlock, and Robert, 2011). It takes time for students to learn and become comfortable with different learning strategies. By modeling how to use new strategies and providing appropriate amounts of scaffolding as students practice, teachers can help learners become independent strategy users (Zumbrunn, Tadlock, Robert, 2011).

The ability to implement an appropriate learning strategies in a variety of conditions requires the ability to dynamically adapt. Various barriers to implementing learning strategies that can arise both from within oneself or of external factors. Ability to handle or overcome obstacles both from internal or external factors is a form of flexibility in adjusting to the environment or needs. The flexible nature of the characters is important for the individual to adapt or face the next life. It thus also says McElmeel (2002) flexibility is the capacity to adapt or adjust to new, different, or changing situations and their requirements.

6.6 Self-monitoring

To ensure the learning objectives to be achieved is a student needs to monitor the process of implementation of the plan. The absence of monitoring often create new problems, because it is not in accordance with the plan or the plan could not be implemented. Therefore self-regulated learner must be responsible for the process that is being carried out. To make sure the students have to set goals, self-motivate yourself to reach goals, focusing on tasks, and use strategies to facilitate the achievement of goals. From this perspective the value of developing character in students through self-monitoring is self-discipline. Discipline on the plan, and the discipline to a strategy that has been believed to be the truth. McElmeel (2002) explained self-discipline is the ability to control, manage, or correct oneself for the sake of improvement; the ability to forfeit lesser objectives or short-term gratification for more worthwhile causes or long-term goals.

6.7 Help-seeking

In fact we often face even though a plan has been prepared good manner or properly and equipped with a good strategy, but the fact, the implementation, still have problems or do not even work properly. These conditions are also often faced by self-regulated learner. Hence the willingness to seek help be the last alternative to be done to achieve the goal. Students' awareness about the conditions of the self that still need help from others to encourage them to do the same for others. This is a character value that can be derived from the sub-process help-seeking. In other words, grow awareness of the need for teamwork and friendship. McElmeel (2002) clarifaying teamwork is working with others to reach a common goal; acting together to achieve a shared vision.

However, teamworking without friendship will not be able to last a long time. Teamworking is done only for the sole purpose to achieve. Once the goal is reached often it happens hostility, competition, rivalry and so on. Therefore need to be complemented with friendship. In connection with the issue McEcmeel (2002) explained friendship is a state of being attached to another by affection, loyalty, respect, or esteem.

6.8 Self-evaluation

The final step of the process of self-regulated learning is self-evaluation. Zumbrunn, Tadlock, and Robert (2011) getting across, students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. This practice enables students to evaluate their learning

strategies and make adjustments for similar tasks in their future. So, the students would have positive attitude. McElmeel (2002) expalained positive attitude as a state of mind or way of thinking that views the most desirable aspects of a situation and anticipates the best possible outcomes. In other words, students have the optimistic nature. They see the future with hopefull and confidence.

Beside that students also actually had a curiosity about continuation of efforts to achieve the goal. Through deep honesty, students try to evaluate themselves openly against the existing shortcomings. They are also armed with faith and hope to fix the mistakes that have been done. Therefore curiosity about the state itself is also a form of genuine curiosity to develop themselves. Curiosiy is a desire to learn, investigate, or know. It is an interest leading to exploration or inquiry.

7. Conclusion

Students are self-regulated learner and not different in appearance and performance. Application of self-regulated learning for students learning can really have an impact on students' character development. In general, students who have the ability to self-regulation, these students has emerged as metacognitively, motivationally and behaviourally active participants in their own learning (Zimmerman, 1986). Meaning of the metacognitively processes is self-regulated learner plan, set goals, organize, and self-evaluate at various points during the process of acquisition. These processes enable students to be self-aware, knowledgeable, and dicisive in their approach to learning. Similarly, motivationally processes meaningful as the learners showed high self-efficacy, self-attribution, and intrinsic tasks interest. If the students were observed to behave like self-starters who display extraordinary effort and persistence during learning. Likewise, in students behavioral processes, self-regulated learner select, structure and create environments that optimize learning. They seek out advice, information, and place where they are most likely to learn; they self-instruct during acquisition and self-reinforce during performance enacments (Zimmerman, 1990). All of the subprocesses have the significan functions to develop students' character. In other words, students who are successfully developing the ability to self-regulate their learning directly they are also actually well developed their character.

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