

IMPROVING INSTRUMENTS OF STUDENTS' SELF-REGULATED LEARNING

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Abstract

The research aims to arrange and develop students' self-regulated learning instrument that can be relied on consistently. The methods was used is a model of theoretical development. The research was held in FMIPA UNY, in the first semester in academic year 2009/2010. The population are FMIPA UNY students of mathematics education department. The samples were chosen by *cluster random sampling* method. The selected class is a class C PMatNR Prodi's in 2007, Prodi PMatR in 2007, and Prodi PMatR in 2008. Based on the result of the research, it showed that: (1) The arranging and developing the students' self-regulated learning instrument in this research was done by eight steps theoretical review. (2) The students' self-regulated learning instrument that was arranged had a good validity, shown by content validity with *expert judgment*, construct validity with factor analysis, and empiric validity with *Pearson product moment correlation*. The testing of the construct validity by the factor analysis with the exploratory method extracted six factors based on the estimating theory, namely: (a) Independence of others, (b) Have self-confidence, and (c) Behaving discipline (d) Having a sense of responsibility, (e) Behaving based on their own initiative, and (f) Perform self-control. (3) The reliability of the students' self-regulated learning instrument that had been arranged and developed in this research included an enough category that was shown by the high *alpha* reliability coefficient that was 0.8797.

Key words: *instrument of students' self-regulated learning*