

Effectiveness of using information service with the collaborative learning through facebook improving self regulated learning

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Abstract

Self regulated learning was very important in student self, but still found student who have symptoms of selfregulated learning was low, it was seen during class timestudents use smarthphone clandestinely. Efforts made in improving selfregulated learning was using information services using collaborative learning through facebook. This study was aimed to test effectiveness of using information services with the collaborative learning through facebook improving self regulated learning students. This research uses quantitative method. The type of research was Quasi Experiment with The Non Equivalent Control Group Design. The subjects were students of national madrasah aliyah Barumun Tengah as an experimental group and students at national madrasah aliyah Marenu as the control group. The research result shows that the information services using collaborative learning through facebook was effective to improving self regulated learning students seen from the average posttest of experimental group 148.65 and control group 137.11.

Keywords: Self Regulated Learning, Information Services, Collaborative Learning, Facebook.



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Introduction

The implementation of education cannot be separated from the cooperation between teachers and students so that the process and goals of education can be achieved. Prayitno (2009) explains that in the learning process carried out by two sides, namely teachers and students. The teacher attempts to make the learning activities work well and beneficially and the students with attention to intelligence, learning strategy, learning motivation, self-regulated learning, the locus of control, and students' ability in facing learning difficulties to achieve educational goals (Zimmerman, 2008).

Alsa (2005) describes self-regulated learning or self-regulated learning is regulating or directing themselves in learning. Furthermore, Zimmerman (2008) describes self-regulated learning is the process by which students plan, monitor and regulate their own learning. It refers to thoughts, feelings, and actions that are planned and adjusted to improve motivation and learning. That is, self-regulated learning is a process in which students are able to plan, monitor, and manage their own learning. Refers to thoughts, feelings, and actions that have been planned and adapted to involve motivation in the learning process.

Self-regulated learning aims to enable students to manage and direct themselves, be able to adjust and control themselves in the face of learning tasks. Butler & Winne (in Ormrod, 2008) explains that students who have self-regulated learning are able to set more ambitious goals, learn effectively, and be able to achieve higher learning achievement in the classroom.

The results Ho (2004) show that there is a positive relationship between self-regulated learning with students' academic achievement in reading, arithmetic, and student science sciences in Hong Kong. Based on the results of the study, students who succeed in the learning process are students who have self-regulated learning, which means that in learning students can make plans in learning, able to set goals in learning, and can evaluate themselves in order to achieve the goals set. Paris & Paris (in Santrock, 2007) explain that high achieving students are often self-regulated learners.

Based on expert opinion and research result above, it can be concluded that every student must have self-regulated learning and need improvement in him, because students who have self-regulated learning know how to arrange themselves in learning, learning purpose, learn more effective, complicated matters into simple steps, gain deep understanding of the material, and know how to achieve higher learning achievements.

Method

This research used quantitative methods, Quasi Experiment type with The Non Equivalent Control Group Design. The subjects were students of national madrasah aliyah Barumun Tengah as an experimental group and students at national madrasah aliyah Marenu as the control group. The research instrument used self regulated learning instrument with the Likert Scale models. Data were analyzed using the Wilcoxon Signed Ranks Test and Kolmogorov-Smirnov Test Two Independent Samples.

Results

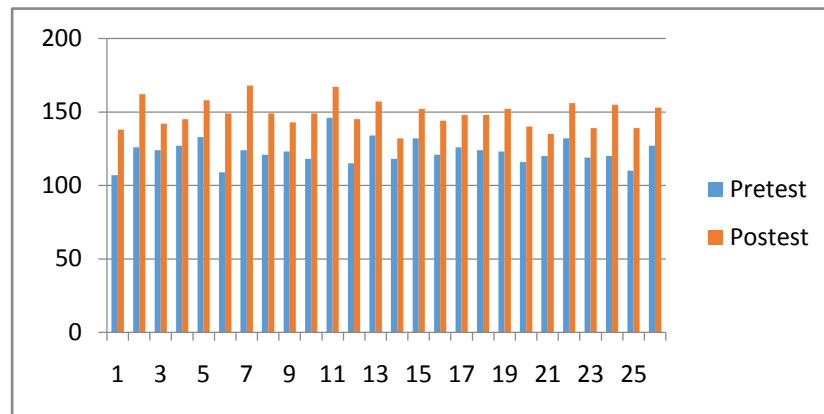
Data in this research obtained from pretest and posttest attachment of self regulated learning students:

1. Self Regulated Learning Student an Experimental Group

Results of data an experimental group pretest and posttest in Table 1 and Graph 1 following.

Table 1. Result Pretest and Posttest Self Regulated Learning Students an Experimental Group.

No	Score Range	Quality Category	Pretest		Posttest	
			F	%	F	%
1	≥ 155	Very High	0	0	7	26,92
2	125 – 154	High	9	34,62	19	73,08
3	95 – 124	Medium	17	65,38	0	0
4	65 – 94	Low	0	0	0	0
5	≤ 64	Very Low	0	0	0	0
Sum			26	100	26	100



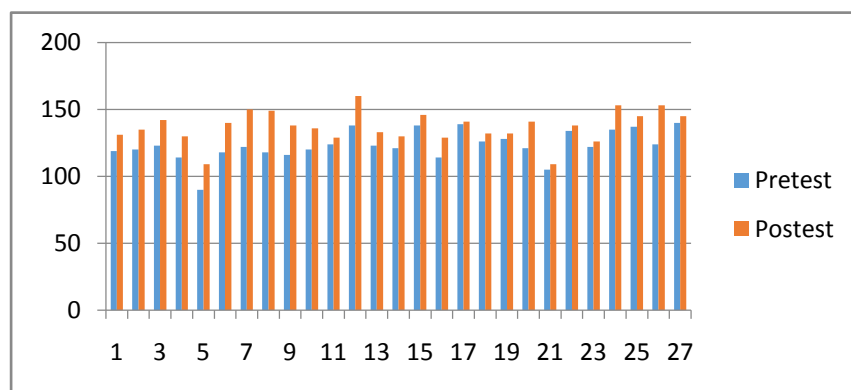
Graph 1.

2. Self Regulated Learning Student an Control Group

Results of data an control group pretest and posttest in Table 2 and Graph 2 following.

Table 2. Result Pretest and Posttest Self Regulated Learning Students an Control Group.

No	Score Range	Quality Category	Pretest		Posttest	
			F	%	F	%
1	≥ 155	Very High	0	0	1	3,70
2	125 – 154	High	9	33,33	24	88,89
3	95 – 124	Medium	17	62,96	2	7,41
4	65 – 94	Low	1	3,70	0	0
5	≤ 64	Very Low	0	0	0	0
Sum			27	100	27	100



Graph 2.

Discussion

The research result shows that the information service using collaborative learning through facebook was effective to improving self regulated learning students seen from the average posttest of experimental group 148.65 and control group 137.11.

Conclusion

This research result that the information services using collaborative learning through facebook was effective to improving self regulated learning students and the information services without using collaborative learning through facebook also effective to improving self regulated learning students but a smaller increase occurred on the average score obtained in the experimental group.

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State why people have been acknowledged and ask their permission. Acknowledge sources of funding, including any grant or reference numbers. Please avoid apologize for doing a poor job of presenting the manuscript.

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