The Relationship between Student Attitudes towards Lecturers' Teaching Methods and Self Regulated Learning for Students from the Faculty of Psychology, UIN SGD Bandung Class of 2013

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Abstract

Learning methods are ways of presenting subject matter carried out by educators so that a learning process occurs in students in an effort to achieve goals. The results of the teaching and learning process by applying various methods used by lecturers can produce different attitudes for each student, some have positive and negative attitudes.The research was conducted using students from the 2013 class of the Faculty of Psychology, UIN SGD Bandung who were still active students (Population: 154 students). Using a random sampling technique, the number of subjects was 70. Using questionnaire data collection methods and a Likert scale.

Keywords	*attitudes, teaching methods, self regulated learning, students.*

INTRODUCTION

Universities implement the semester credit system (SKS) of the National Curriculum (Minister of Education and Culture Decree No. 18/D/O/1993) which includes academic program education (Bachelor of Psychology) and educational programs.professional education(psychologist). SKS isabbreviationof semester credit units. This SKS system is generally used inCollege. With this system,studentIt is possible to choose the courses he will take in one semester himself.

Lecturers try to seek knowledge about various teaching methods and use various methods when teaching in class, so that they can find the right method and adapt it to student needs. According to M. Sobry Sutikno (2009: 88), learning methods are ways of presenting lesson material carried out by educators so that a learning process occurs in students in an effort to achieve goals.

Educators must master various teaching strategies and methods which require various specific requirements that educators need to fulfill. These requirements include; he must understand the method (e.g. the course of teaching and its advantages and disadvantages, the appropriate situations in which the method is effective and reasonable) and be skilled in using the method. Educators whose language quality is poor and whose voice is soft will not be appropriate if they use the lecture method too often. Likewise, if educators do not master the ins and outs of the experimental method and the jigsaw method, of course they will not be able to use these methods effectively in delivering lesson material. Thus it can be concluded that the use of each method requires the insight, skills and experience of the educator who will apply it.

Each lecturer's teaching methods are different because many factors can influence teaching methods, for example the readiness of educators, materials, environment and ways of delivering teaching as well as variations in the methods used. The results of the teaching

and learning process by applying various methods used by lecturers can produce different attitudes for each student, some have positive and negative attitudes.

From the preliminary study it appears that the majority of students show indications of a negative attitude towards the lecturer's teaching methods, however the majority of students show indications of high self-regulated learning. Even though theoretically a person's attitude will generally be in accordance with his behavior, as according to Fishbein & Ajzen, attitudes can influence behavior. However, from the results of the initial study there appears to be a discrepancy, where the majority of students show indications of a negative attitude towards the lecturer's teaching methods, but the majority of students appear to show indications of high self-regulated learning. Thus, it is necessary to investigate further whether there is a relationship between attitudes towards teaching methods and self-regulated learning.

Based on this background description, the author was interested in conducting research and took the title The Relationship between Student Attitudes towards Lecturer Teaching Methods and Self Regulated Learning for Students from the Faculty of Psychology, UIN SGD Bandung, Class of 2013.

LITERATURE REVIEW
Attitude

Definition of attitude in three frameworks of thought. First, the framework of thought is represented by psychologists such as Louis Thurstone, Rensis Likert and Charles Osgood. According to them, attitude is a form of evaluation or feeling reaction. A person's attitude towards an object is a feeling of support or partiality (favorable) or a feeling of not supporting or not taking sides (unfavorable) towards that object according to Berkowitz, 1972 (in Azwar, 2011: 4-5).

Second, this framework of thought is represented by experts such as Chave, Bogardus, LaPierre, Mead and Gordon Allport. According to this group of thoughts, attitude is a kind of readiness to react to an object in certain ways. The readiness in question is a potential tendency to react in a certain way if an individual is faced with a stimulus that requires a response.

Third, this group of thoughts is a group that is oriented towards a triadic scheme. According to this idea, an attitude is a constellation of cognitive, affective and conative components that interact with each other in understanding, feeling and behaving towards an object. Secord & Backman (1964) defines attitude as a certain regularity in a person's feelings (affection), thinking (cognition), and predisposition to action (conation) regarding an aspect of the surrounding environment. So based on the previous definition, it can be concluded that attitude is an individual's tendency to understand, feel, react and behave towards an object which is the result of the interaction of cognitive, affective and conative components.

Teaching Methods

According to M. Sobry Sutikno (2009: 88), "Learning methods are ways of presenting lesson material carried out by educators so that a learning process occurs in students in an effort to achieve goals.

Learning methods can be interpreted as the methods used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. According to Nana Sudjana (2005: 76)

Self Regulated Learning

According to Zimmerman (1988), Self-regulated learning is a concept about how individuals become regulators or administrators for themselves. Zimmerman (in Woolfolk, 2004), said that self-regulated learning is a process where individuals activate their cognition, behavior and feelings systematically and are able to be oriented towards achieving goals.

METHOD

Researchers use quantitative research with the method used in this research is correlational*(Corelational)*. This research method is aimed at explaining the relationship between one variable (attitude) and another variable (self-regulated learning).

RESULTS AND DISCUSSION

The research was conducted using students from the 2013 class of the Faculty of Psychology, UIN SGD Bandung who were still active students (Population: 154 students). The sampling technique in this research used random sampling technique. 45% of the samples will be taken from 154 subjects so 70 subjects are needed. The data collection method in this research is a questionnaire. The type of instrument used in the research uses a Likert scale.

Descriptive Analysis

Based on the subject distribution of the two attitude measuring tools and self-regulated learning, a cross distribution was created as follows in the table.

Cross distribution

Attitude	*Self Regulated Learning*		$\sum$	%
	Tall	**Low**		
Positive	24	16	40	57%
Negative	9	21	30	43%
$\sum$	33	37	70	
%	47%	53%		

From the table above, it can be seen that 40 people have a positive attitude, 24 people have high self-regulated learning and 16 people have low self-regulated learning. Then of the 30 people who had a negative attitude, 9 people had high self-regulated learning and 21 people had low self-regulated learning.

Inferential Analysis

This inferential analysis is used for hypothesis testing. In this research, hypothesis testing was carried out using correlational analysis. Data processing was carried out with the help of the SPSS (Statistical Program for Social Science) version 16 program.

1) Normality test

Measuring instrument	Z	Pvalue	Conclusion
Attitude Scale	0.835	0.488	Pvalue > α (0.488 > 0.05) The population is normally distributed
Self Regulated Learning Scale	0.729	0.663	Pvalue > α (0.729 > 0.05) The population is normally distributed

The normality test for self-regulated learning obtained a Kolmogrov-Smirnov Z value of Z = 0.729. The pvalue obtained is 0.663 or p > 0.05, thus showing that the distribution of self-regulated learning data has a normal distribution.

2) The Relationship between Attitudes and Self-Regulated Learning

Test results	Testing Criteria	Conclusion	Variable
α = 0.05 r= 0.435 N = 70 Pvalue = 0.000	Pvalue < α (0.000) < (0.05)	H0 is rejected. H1 is accepted	Attitudes with Self Regulated Learning

Information :

α = significance level

r = correlation value

N = number of subjects studied

Pvalue = large chance of error occurring

The table above shows that there is a relationship between attitude and self-regulated learning of 0.435 and a one-way correlation which means it has a positive relationship, namely if the attitude is positive then self-regulated learning will be high, and vice versa. From this table it can be seen that the significance level (P value) is 0.000 which is less than (α) of 0.05. This can mean that there is a significant relationship between these two variables.

RESULTS AND DISCUSSION

Based on the results of research that has been carried out through data processing with Pearson correlation or product moment statistical analysis which aims to find out whether there is a positive relationship between attitudes towards teaching methods and self-regulated learning among students at the Faculty of Psychology, UIN Sunan Gunung Djati Bandung Class of 2013.

The results of the research show that there is a positive relationship between student attitudes towards lecturers' teaching methods and self-regulated learning among students at the Faculty of Psychology, UIN Sunan Gunung Djati Bandung Class of 2013. If students have a positive attitude, their self-regulated learning will be high and vice versa, this proves the statement from Fishbein & Ajzen (1980) stated that attitudes influence behavior. To find out the relationship between attitude and self-regulated learning, it can be seen based on the cross-distribution results which show a positive relationship between attitude and self-regulated learning. Of the 40 people who have a positive attitude, 24 people (60%) have high self-regulated learning and 16 people (40%) have low self-regulated learning. This shows that the more positive the attitude, the higher the self-regulated learning. Meanwhile, 16 psychology faculty students at UIN SGD Bandung Class of 2013 who had a positive attitude, but low self-regulated learning showed that there were other factors that could improve self-regulated learning apart from attitudes towards teaching methods as mentioned in the preliminary study, namely internal and external factors.

Then of the 30 people who had negative attitudes, 9 people (30%) had highly self-regulated learning, this shows that there are other factors besides attitude that make self-regulated learning high. Where in this case, even though his attitude towards his teaching methods was negative, it did not affect his academic self-regulation to decrease, he was still able to carry out various self-regulated learning strategies well. Then, as many as 21 people (70%) had negative attitudes and low self-regulated learning. This shows that the more negative the attitude, the lower the self-regulated learning (there is a positive relationship). A person's negative attitude is caused by dislike, lack of interest in teaching methods. If this happens in self-regulated learning, it makes someone less able to regulate learning and makes them increasingly lazy.

Students from the Faculty of Psychology at UIN Sunan Gunung Djati Bandung Class of 2013 are in the positive attitude category. According to Secord and Backman (in Saifudin Azwar, 2012: 5) "attitude is a certain regularity in terms of a person's feelings (affection), thoughts (cognition) and action predisposition (conation) towards an aspect of the surrounding environment." As many as 57% of students are in the positive attitude category and 43% of students are in the negative attitude category. This shows that 57% of students

have a positive response or response which includes everything that involves cognition, affection and communication, for example following, paying attention to and being interested in the teaching methods that the lecturer applies both in terms of variations in teaching methods, mastery of the lecturer, and suitability of teaching methods. with situations and conditions. According to Heri Purwanto (1998:63), a positive attitude tends to approach, like, and hope for certain objects.

Meanwhile, 43% of students had a negative response or feedback which included everything involving cognition, affection and communication, for example not following, ignoring and being less interested in the teaching methods that the lecturer applied because the variety of teaching methods was less varied, the lecturer's mastery was lacking and it was not appropriate. teaching methods based on situations and conditions as well as other factors, for example internal factors and external factors. According to Purwanto (1998:63) Negative attitudes include a tendency to stay away from, avoid, hate, dislike certain objects. In fact, students should be able to behave in accordance with the words of the Prophet Muhammad, which means: "Glorify the people you learn from (HR. Abul Hasan Al-Mawardi). This is also strengthened by Al-Ghazali's statement in the book Ihya' Ulumuddin regarding the ethics of teachers and students in the teaching and learning process. Some student ethics are: 1) A student must first cleanse his soul from bad morals and despicable traits, 2) a student should not involve himself too much in worldly affairs, he must be serious and work hard in studying, even he must be far from his family and hometown, 3) a student should not boast about the knowledge he has and should not oppose the teacher, but submit everything to the teacher by placing full confidence in everything he advises, just as a stupid sick person believes in a doctor who expert and experienced, 4) for beginning students, do not involve and explore the differences of opinion of the scholars, because this will give rise to negative prejudices, doubts and lack of confidence in the teacher's abilities, as a result they will give up hope of studying and deepening their teacher's knowledge, 5) a student should not move from a commendable science to its branches unless he has studied and understood the previous science, 6) a student should not immerse himself in one area of science simultaneously, but maintain order and start from the more important one, 7) a student should not involve himself in a subject or a field of knowledge before perfecting the previous field, 8) a student should know the causes that can give rise to the glory of knowledge, namely the glory of the results and beliefs and the strength of its arguments, namely knowing the benefits and benefits of that knowledge , namely, which one has more benefits? That is what must be prioritized.

Ninth, a student should seek knowledge based on efforts to decorate the inner self and beautify it with various virtues, namely climbing to get closer to Allah SWT. The ideal teacher figure according to Al-Ghazali in the book Ihya' Ulumuddin is a teacher who has sincere teaching motivation, namely being sincere in applying his knowledge, aiming to get closer to Allah SWT, acting as a parent who is full of love for his children, can consider intellectual abilities. their children, are able to explore the potential of their students, are open and democratic to accept and respect the opinions of their students, can work together

in solving problems and are able to become the ideal type and idol for their students and their actions reflect the knowledge they have.

For students from the Faculty of Psychology at UIN Sunan Gunung Djati Bandung Class of 2013, if we look at the level of self-regulated learning, most students are in the high category. This means that students from the Faculty of Psychology at UIN Sunan Gunung Djati Bandung Class of 2013 are able to become regulators for themselves and apply strategies according to aspects of metacognition, motivation and behavior. Zimmerman (in Woolfolk, 2004), said that self-regulated learning is a process where individuals activate their cognition, behavior and feelings systematically and are able to be oriented towards achieving goals.

Therefore, researchers divide into 2 categorizations of levels of self-regulated learning, namely high and low self-regulated learning categories. As many as 47% Students from the Faculty of Psychology at UIN Sunan Gunung Djati Bandung, Class of 2013, are at a high level, which means that students at the Faculty of Psychology, UIN Sunan Gunung Djati, Bandung, Class of 2013, are able to become regulators in themselves and use strategies in self-regulated learning seen from the metacognitive, motivational and behavioral aspects that match their characteristics. -characteristics, and 53% of students from the Faculty of Psychology at UIN Sunan Gunung Djati Bandung Class of 2013 are at a low level, meaning that students are less able to regulate themselves well in metacognitive, motivational and behavioral aspects, and are inappropriate or rarely use various strategies for their academic fields and only a few that match the characteristics. In fact, according to Montalvo (2002), the behavioral characteristics of students who have self-regulated learning skills include the following: 1) familiar with and knowing how to use cognitive strategies (repetition, elaboration, and organization), 2) knowing how to plan, control the process , and directing mental processes to achieve personal goals (metacognition), 3) showing a set of motivational beliefs and adaptive emotions, such as high self-confidence, having learning goals, developing positive emotions towards tasks (happy, satisfied, and enthusiastic), 4) Able to plan , control time, and have an effort to adjust assignments, and know how to create a pleasant learning environment, such as finding a suitable study place or seeking help from lecturers and friends if you encounter difficulties, 5) show great effort to participate in controlling and organizing assignments -academic assignments, climate and class structure, and 5) able to carry out discipline strategies, which aim to avoid internal and external distractions, maintain concentration, effort and motivation while completing assignments. The better Self-Regulated Learning, the better the achievement results that can be achieved. On the other hand, if students have low Self-Regulated Learning, they are less able to plan, monitor, evaluate learning well, less able to manage their potential and resources well and so on, so that the results of their learning are not optimal, in accordance with their own potential. owned, Zimmerman (1988).

CONCLUSION

Based on data analysis and hypothesis testing regarding the relationship between student attitudes towards lecturers' teaching methods and self-regulated learning among

students at the Faculty of Psychology, Sunan Gunung Djati State Islamic University, Bandung, class of 2013, the researchers drew the following conclusions: (1) Students' attitudes towards teaching methods among class of students. 2013 Faculty of Psychology, Sunan Gunung Djati State Islamic University, Bandung, 40 students (57%) had a positive attitude, and 30 students (43%) had a negative attitude. (2) Self-regulated learning among students at the Faculty of Psychology, Sunan Gunung Djati State Islamic University, Bandung Class of 2013, 33 students (47%) had high self-regulated learning, and 37 students (53%) had low self-regulated learning. (3) There is a significant positive relationship between attitude and self-regulated learning of students at the Faculty of Psychology, Sunan Gunung Djati State Islamic University, Bandung Class of 2013.

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