



## Digital Receipt

This receipt acknowledges that **Turnitin** received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Titik Kristiyani  
Assignment title: Cek karya ilmiah  
Submission title: The Social Aspect of Self- Regulation in Learning  
File name: The\_Social\_Aspect\_of\_Self-Regulation\_in\_Learning.pdf  
File size: 116.17K  
Page count: 7  
Word count: 6,000  
Character count: 32,888  
Submission date: 06-Feb-2023 10:18AM (UTC+0700)  
Submission ID: 2007182037

International Journal of Education and Psychological Research (IJEPR)

Volume 4, Issue 3, September 2015

### The Social Aspect of Self- Regulation in Learning

Titik Kristiyani<sup>1)</sup>

#### Abstract:

*Motivation is a heart of student learning. Most of achievement motivation theories based on intrapersonal perspectives, and many theorists believe that internal motivation is the best way to drive student to achieve the goal. Although many study find the intrapersonal side of motivation, there is a fact that student tend to relate one another. This article discuss the main source of student motivation to learn. This article suggest the dominance of external factor in student motivation. Classroom climate and teacher-student relationship have a big impact to student motivation. It is indicate that social relation have a great impact to student motivation to learn. Social context is very important for students. Students doesn't gain their goal in a non social world without other intervention, but they gain it in social world where they live. Therefore, this paper suggest the social aspect of self-regulation.*

**Keywords:** self-regulation, relation, motivation

#### 1. INTRODUCTION

The purpose of education is to facilitate the optimization of all student developmental aspects. Students are supported to become long life learners and have an adaptation skill in many situation. To be long life learners, students are expected to have basic skills for learning that will be used in various contexts of life at all the times.

Becoming long life learners can be obtained either through daily life and learning in school context. Both of them have each uniqueness. In the daily life learning, there is a real context that can directly be touched through the senses in the first person. There is no design to make structured situation. This situation usually perceived easily and are able to arouse the self-motivation. Self evaluation can be carried out and the results can be obtained. In this context, the learners get such knowledge through cooperation and sharing with others. This condition is different from the process of learning from school context, where formal structure is designed. The structure not always in accordance with the real life context that is being experienced by a person. Students receive knowledge from the second hand, not from its own sensation. To achieve the learning objectives, learners tend to become an individualistic, but the result of their studies will be evaluated by others. This kind of learning is generally perceived brings heavy load and requires strong motivation to get involved in the learning process (Biggs & Moore, 1993).

Based on a comparative study of the situation regarding the exposure based on the settings above, it appears that in order to be successful in learning at school, one thing that needed is a strong motivation. Some experts (Gettinger & Schert, 2002; Putrich & Schunk, 2002; Hidi & Harackiewicz, 2000; Ryan & Connell, 1989; Sternberg & Wagner, 1994) reveals that the motivation of students is an important factor affecting the success of achieving progress in learning. Motivation is an important quality that is pervasive in all activities of the students. Motivation proved to contribute in the success of

students in school. That's why to increase the motivation of student learning is the important goal of the school that must be considered (Schunk, Putrich, & Mecca, 2008).

Motivation is viewed as a process, not a product. As a process, motivation cannot be observed directly, but can only be inferred from the actions that appear and the languages spoken verbally. Motivations include goals that encourage and direct the person on an action. Motivation requires activity, either physical or mental. The motivation may affect what, when, and how student learns to get learning performance. Motivation also has a reciprocal relation to learning process and academic performance. What had students learned and resulting performance affects their motivation (Schunk, Putrich, & Mecca, 2008). From a variety of perspectives regarding the understanding of motivation, it can be concluded that the motivation is a process in which the activity that directs goal achievement is driven and supported.

This paper discusses the sources of learning motivation of students in the context of the school, which is divided into four parts: (1) student learning motivation: a portrait of reality, which contains the exposure conditions and the real situation related to the learning motivation problem of students, (2) the motivational power dynamics, which explains how the process of motivation occur in regulatory focus theory perspective from Higgins and the theory of attribution from Weiner, (3) student learning motivation: a theoretical perspective in the analysis of reality, which contains the results of the study to reality that is happening in terms of motivational theories that already described, and (4) the conclusion.

#### II. STUDENT MOTIVATION: A PORTRAIT OF REALITY

Learning activities in school context demand students to have

<sup>1)</sup>Faculty of Psychology, Santa Dharma University, Punggun Magwayharjo Depok Sleman, Yogyakarta, Indonesia. E-mail: titik\_kristiyani@yahoo.com

# The Social Aspect of Self-Regulation in Learning

*by* Kristiyani Titik

---

**Submission date:** 06-Feb-2023 10:18AM (UTC+0700)

**Submission ID:** 2007182037

**File name:** The\_Social\_Aspect\_of\_Self-Regulation\_in\_Learning.pdf (116.17K)

**Word count:** 6000

**Character count:** 32888

## The Social Aspect of Self- Regulation in Learning

Titik Kristiyani<sup>[1]</sup>

### Abstract:

*Motivation is a heart of student learning. Most of achievement motivation theories based on intrapersonal perspectives, and many theorists believe that internal motivation is the best way to drive student to achieve the goal. Although many study find the intrapersonal side of motivation, there is a fact that student tend to relate one another. This article discuss the main source of student motivation to learn. This article suggest the dominance of external factor in student motivation. Classroom climate and teacher-students relationship have a big impact to students motivation. It is indicate that social relation have a great impact to student motivation to learn. Social context is very important for students. Students doesn't gain their goal in a non social world without other intervention, but they gain it in social world where they live. Therefore, this paper suggest the social aspect of self-regulation.*

**Keywords:** self-regulation, relation, motivation

### I. INTRODUCTION

The purpose of education is to facilitate the optimization of all student developmental aspects. Students are supported to become long life learners and have an adaptation skill in many situation. To be long life learners, students are expected to have basic skills for learning that will be used in various contexts of life all the times.

Becoming long life learners can be obtained either through daily life and learning in school context. Both of them have each uniqueness. In the daily life learning, there is a real context that can directly be touched through the senses in the first person. There is no design to make structured situation. This situation usually perceived easily and are able to arouse the self-motivation. Self evaluation can be carried out and the results can be obtained. In this context, the learners get such knowledge through cooperation and sharing with others. This condition is different from the process of learning from school context, where formal structure is designed. The structure not always in accordance with the real life context that is being experienced by a person. Students receive knowledge from the second hand, not from its own sensation. To achieve the learning objectives, learners tend to become an individualistic, but the result of their studies will be evaluated by others. This kind of learning is generally perceived brings 'heavy load' and requires strong motivation to get involved in the learning process (Biggs & Moore, 1993).

Based on a comparative study of the situation regarding the exposure based on the settings above, it appears that in order to be successful in learning at school, one thing that needed is a strong motivation. Some ex<sup>25</sup>s (Gettinger & Seibert, 2002; Pintrich & Schunk, 2002; Hidi & Harackiewicz, 2000; Ryan & Connell, 1989; Sternberg & Wagner, 1994) reveals that the motivation of students is an important factor affecting the success of achieving progress in learning. Motivation is an important quality that is pervasive in all a<sup>39</sup>ities of the students. Motivation proved to contribute in the success of

students in school. That's why to increase the motivation of student learnir<sup>37</sup> the important goal of the school that must be considered (Schunk, Pintrich, & M<sup>45</sup>e, 2008).

Motivation is viewed as a process, not a product. As a process, motivation cannot be observed directly, but can only be inferred from the actions that appear and the languages spoken verbally. Motivations include goals that encourage and direct the person on an action. Motivation requires activity, either physical or mental. The motivation may affect what, when, and how student learns to get learning performance. Motivation also has a reciprocal relation to learning process and academic performance. What had students learned and resulting performance affects their motivation (Schunk, Pintrich, & Meece, 2008). From a variety of perspectives regarding the understanding of motivation, it can be concluded that the motivation is a process in which the activity that directs goal achievement is driven and supported.

This paper discusses the sources of learning motivation of students in the context of the school, which is divided into four parts: (1) student learning motivation: a portrait of reality, which contains the exposure conditions and the real situation related to the learning motivation problem of students; (2) the motivational power dynamics, which explains how the process of motivation occur in regulatory focus theory perspective from Higgins and the theory of attribution from Weiner; (3) student learning motivation: a theoretic<sup>30</sup> perspective in the analysis of reality, which contains the results of the study to reality that is happening in terms of motivational theories that already described; and (4) the conclusion.

### II. STUDENT MOTIVATION: A PORTRAIT OF REALITY

Learning activities in school context demand students to have

18  
<sup>[1]</sup> Faculty of Psychology, Sanata Dharma University, Paingan Maguwaharjo Depok Sleman, Yogyakarta, Indonesia. E-mail: titik\_kristyani@yahoo.com

strong motivation in order to enjoy the structured experience from teachers. Students also should to regulate all aspects of themselves (thoughts, feelings, and actions) to engage actively in the process of learning. In fact, there are some problem concerning the motivation of learning in Indonesian students. The National Examination, for example, make some school orientation change to result orientation rather than learning process. This big emphasize on performance only had ignoring the essence of the educational activities to be life long learners.

Some facts indicate the low motivation of students in classroom learning (Kristiyani, 2011). In class, students are doing other activities rather than activities that had structured by teachers as classroom activities, such as joking with friends, daydreaming, or busy with other activities that not related to the lessons in the classroom (Kristiyani, 2013). A survey on adult learners found that students perceived the level of material difficulty as the cause of failure in learning. That perception makes them not interested to learn, and 32% of the students said they do not make any strategy to improve failures (Kristiyani, 2008).

Student motivation to the learning activity is influenced by many factors. The reason why students, from all levels of education (Elementary, junior high, and high school), motivated to follow the learning in the classroom can be classified into four categories, namely: (1) the level of difficulty of task, in which the task that is easily perceived by students will make them more motivated to attend than perceived difficult task; (2) tangible benefits to the current living, that is the higher the value of the benefit for the perceived everyday real life from a task, the higher the motivation of students to follow it; (3) class, where the more enjoyable atmosphere is, the more motivated students to follow the lesson; and (4) relationship with the teacher, i.e. the more positive perception of students toward their relationship with the teacher, the more motivated they follow lessons (Kristiyani, 2013). Still related to the subject of motivation of learning at school, when at home, students interpret the study as more activities working on home work. Learning activities are rarely based on will power and initiative by the students themselves. Other persons (such as parents and brother) proved to be the prime mover of student learning behavior (Kristiyani, 2013).

From situations and conditions described above, the authors conclude the existence of two main issues, namely: (1) issue about the meaning of the study; and (2) issue about the dominance of external factors as learning driving. Both of these issues was made reality the discourse to understand what exactly that became the main source of learning motivation of students.

### III. THE DYNAMIC OF MOTIVATION

Every student has the driving source of study respectively. Several motivation theories try to explain determinant of motivational force from each perspective. This paper describe two theories to understand the determinants of motivational. First, Regulatory Focus theory from Higgins that explained how motivational power increased or decreased through the process of goal achievement. Second, the important thing to describe the determinants of a person's

motivation is how individuals construct their beliefs and what influence the construction of it. This question can be explained by the Attribution theory by Bernard Weiner.

#### 3.1. Regulatory Focus Theory

Regulatory focus theory (Higgins, 2012) explain how people reduce discrepancy between the current state and the desired state. The focus of regulation, that is how people manage the pleasure and pain, can also affect the time of initiating action to pursue the desired final condition. Regulatory focus theory says that the difference in the way that people use in performing the self-regulation in order to seek pleasure and avoid pain can be understood through motivation and emotion that happens in person, not only based on the principle of hedonist. The orientation of the purpose or focus regulation directs decision making and behavior (Higgins, 2000).

Regulatory focus theory identify two motivational systems in conducting self-regulation to achieve the desired goals, namely: (a) focus on promotion and (b) focus on prevention (Higgins, 2012; Winterheld & Simpson, 2011; Yen, Chao, & Lin, 2011). Tseng and Kang (2009) mentions three factors that describe the difference between a focus on promotion and focus on prevention, namely: (a) the need to find satisfaction; (b) the purpose or standards used; and (c) various psychological situations that occur in a person.

People with promotion focused perceive objectives as hopes and aspirations. They focus their life on personal growth, with an emphasis on looking for advantages and avoiding disadvantages. They are motivated by the development/progress and achievements. People with promotion focused emphasis on internal standards, therefore, focused on the promotion of the self is defined as focusing on achievement aspirations, personal ambition and idealism. People with promotion focused are sensitive to positive things, tend to seek pleasure, and approach the desired final condition as a natural strategy. Goal in promotion focused is seen as a chance to achieve optimum results. If someone success in achieving his/ her goal, he/ she will experience feelings that are associated with excitement, and if he/ she fails he/she will experience feelings that are associated with grief. In promotion focused, people will be more motivated after experiencing success (Higgins, 2012; Tseng & Kang, 2009; Higgins, 2000).

People with prevention focused perceive goals as a duty and obligation, and focus on the sense of security and feeling protected. They emphasize external or social standards. The focus on prevention is focusing on the fulfillment of the duties, obligations, and responsibilities from parents or other authority figures. People who focus on prevention are motivated by needs a sense of security, sensitive to the existence of loss, and avoid pain. The goal of prevention focused is seen as a basic requirement. When get the goal, they will experience feelings that are associated with calmness, and if they fail to achieve that goal, they will experience feelings that are associated with anxiety. Prevention focused people would be more motivated after experiencing a failure. At the same time, one can pursue goals with a focus on the promotion or prevention, depending on the situation (Higgins, 1996; Tseng & Kang, 2009; Higgins, 2000).



Higgins (2012) argued that people learn from interaction with others to regulate themselves. In conducting a strategy of achievement of goals, person with promotion focused would be different with one whom focus on prevention. Ye <sup>32</sup>hao, and Lin (2011) found that the focus of the regulation plays an important <sup>11</sup>le in various situations of life, for example: emotion, motivation and openness to change, and thought-prove <sup>11</sup>g. People with a focus on the promotion are more open to change and more creative in solving a problem, while people with a focus on prevention are more stable and less creative.

From the explanation regarding the regulatory focus theory above, it can be concluded that the power of motivation is influenced by emotions and mind. The highest power is achieved if the way people conduct themselves in accordance with the orientation of the setting or the purpose of the redirect itself. Furthermore, the most important thing is to know how individuals construct their emotions and mind and what affects that construction. Attribution theory below will explain the process.

#### IV. ATTRIBUTION THEORY

Theory of attribution is a cognitive theory of motivation based on the notion that individuals are the decision makers who are aware and rational. This theory discusses two key components of motivation, expectations for success and emotion of students (Peterson & Schreiber, 2006). Attribution is a perception about the cause of an outcome, which can be a cause of real or not real causes (Weiner, 1992). Attribution in high achievers have important consequences for motivation and achievement. Attribution towards success to ability and a failure as a lack of effort, will increase the motivation and behavior of overachievers to <sup>28</sup>itive direction. Attribution towards success that caused of external factors, such as the ease of the task and the failure as a lack of ability, will have negative consequences (Weiner, 1979).

The basic assumption of attribution theory is in studying something in the present, people using his past experiences, or called by the process of adaptation. The adaptation is not likely to occur if there is not an analysis of the causes of a success/failure. The analysis is done by identifying the most prominent causes of success and failure in the context of related achievements (Weiner, 1985). Proper attribution theory used to understand motivation in school context (class) because it talks about the motivation of personal (sometimes intrapersonal) and interpersonal (Weiner, 1994, 2000).

In the context of achievements, there are 4 (four) main perceptions regarding the cause of achievement, namely: (1) capability; (2) effort; (3) task difficulty, and (4) factor of luck. The first two perceptions are internal, i.e. the ability and effort, and the other two are external, i.e. the level of difficulty of the task and the luck factor. Results showed three dimensions underlying attribution associated with hope and emotion in achieving behavior, namely: (1) the dimensions of the cause, that refers to the cause from inside or outside of the individual, which distinguishes between internal and external attribution; (2) stability, <sup>20</sup>t distinguishes the relatively stable attribution or tends to vary over time and is associated with hope toward the future success; (3) the ability of control,

namely attribution refers to individual *sejauhmana* believes that he can control the cause of a product (Weiner, 2012).

The external cause, as seen from the definition, is something that cannot be controlled by student, instead of some internal cause is something that can be controlled (e.g., effort) and some other are not controllable (e.g., talent). Based on the three dimensional attribution above, some external causes also can be controlled, but by other people. From the dimension of causes, nature, and the existence of absence or control, ability is the internal factors, stable, and cannot be controlled. Effort is the internal factors. It is not stable and can be controlled. The level of task difficulty generally viewed externally, stable, and can be controlled (by the teachers). While luck is something which is external, unstable, and cannot be controlled (Weiner, 2012). External control that shows attribution will direct at low levels of personal autonomy, which resulted in the low intrinsic motivation, whereas the perception against the high competence will increase intrinsic motivation (Lepper & Henderlong, 2000).

Other important finding of this theory is the existence of a connection between emotions and beliefs against the causes of success/failure, where emotions can be directed by the mind. For example: attribution of success led to a sense of pride; the cause of the failure is internal that can be controlled (for example explaining the absence of failed attempts), will lead to feelings of guilt and regret; whereas if someone explain its failure due to internal factors that cannot be controlled (e.g. because no talent), then the feeling that arises is the shame and humiliation. The cause of failure are stable will generate a sense of despair. Success that is considered as the external factors that can be controlled by others encourages people to feel grateful; the failure is considered derived from the external factors that can be controlled by others will trigger anger, and if people consider the failure and success are due to the factor of fate, then the feeling that arises is the sense of wonder. From these examples it can be concluded that a person's emotional life can be directed by his beliefs about the cause of an event (Weiner, 2012).

##### 4.1. Intrapersonal and Interpersonal Motivation Theories from Attribution Theory

The assumptions of intrapersonal motivation theory is the belief that man is a scientist, who kept trying to understand themselves and the environment around them, and then behave on the basis of such knowledge (Weiner, 1992). For example, in the event of failure or success in a test at school. The experience of success or failed will bring up perceptions about themselves, which lead to the search of reasons or attribution over success/failure. Based on that attribution, motivational processes is directed by certain behavior.

Success and failure in the context of the accomplishment learning does not occur in sterile circumstances. Instead, there is a wealth of social context that influences and is influenced by academic performance. The social environment consists of peers, teachers, and parents who make attribution related achievements, and affect the expression of the students, for example, the expression of anger and sympathy, praise, awarding the penalty, aid, or waiver. This is called interpersonal motivation theory (Weiner, 2000).

The psychological dynamics that occur if someone experienced a failure and perceive the cause for a lack of effort, will be different in different social situations. If there is no other people, the perceived failure due to lack of effort this would make people feel responsible for his failure and triggers people to try harder on the next tasks. But, if in that process there is other people (e.g. which makes attribution is a teacher or parent), then the reaction is caused by the lack of effort is the emotion of anger. This will further anger triggers such antisocial reaction punishment or rejection. This statement is in line with the dynamics of Lewin and his followers that behavior is a function of the individual and the environment (Weiner, 2012).

Whether intrapersonal or interpersonal attribution of motivational, process begins with personal process. Individuals tend to look for the cause of an unexpected results and be considered negative and analyse it. The results of this analysis will affect his emotions, which determine the next course of action. So, either in the context of sometimes intrapersonal or interpersonal, someone's beliefs to a cause is the basis of subsequent behavior (Weiner, 2012).

## V. STUDENT MOTIVATION TO LEARN : AN ANALYSIS

So far, the emphasis of regulation focus is on individual behavior regulation. In fact, in cultural collectivism, person rarely seen as one person without connection one another. For example, when talking about 'me', people will involve other individuals who has contributed in their life either directly or indirectly. These conditions will be different with the condition in which the same individual were in a group. Self identity as a person can be shifted or melting completely into group identity, but group identity was not immediately results from the summation of personal identities in that group. The analogy with the exposure, there are differences between individual goals or standards when she/he works alone and together in the group. How person regulate herself to achieve objectives is affected by other person too. Different group will also affect to the destination and the way people regulate themselves to achieve it.

Driving oneself is perhaps the ideal goal indeed, but in fact, in the process of regulating themselves on certain activities, there are real social context that is important in the lives of individuals, e.g., friends, family, and teachers. The results showed there is a social element in regulate self-esteem, interpersonal relations quality, where it has a strong impact on psychological and physiological aspects of individual (Fitzsimons & Fishbach, 2010).

Generally people moving the goal independently, driven by internal processes and standards. However, the results of the study found that social factors, such as the presence of other people or just simply thinking about another person, encourage the achievement of the goal (Fitzsimons & Bargh, 2003; Shah, 2003). Others can act as a driving force of the goal, leading to a person unconsciously directing on the achievement of new goals. Proven interpersonal interactions affecting self control, can support the achievement of the objectives, work and drive more effective achievement of the objectives. The social environment can also facilitate the

process of monitoring to the progress of achievement goal (Fitzsimons & Finkel, 2010).

The dominance of external factors that affect motivation to learn in the classroom, atmosphere of the classroom, and teacher students relationship, affect the interest and involvement to the lesson (Kristiyani, 2013). According to Schunk, Pintrich, & Meece (2008), this motivation is referred to extrinsic motivation. People with extrinsic motivation involved in a task because they believed that their participation would produce a positive close to the fun or make them spared from punishment. This is different from people with intrinsic motivation, in which motivation to engage in an activity is based on their own interests, and student is motivated to learn because they find pleasure when doing it. From the regulatory focus theory, students with intrinsic motivation usually have promotion focused regulation.

Research results (Fitzsimons & Bargh, 2003; Shah, 2003) found that social factors, such as the presence of another person (or thoughts about other people) can encourage the achievement of goal. When people are reminded of the importance people in their life, they will automatically make goal that related to these important people. The impact of an important person on activation and goal achievement depends on the quality of social relations that occur. The closer the relationship, the stronger its influence (Aarts, Gollwitzer, & Hassin, 2004).

Although others may affect the formation of our behavior, but the impact against the purpose of others is not automatically triggered the goal achievement. Sometimes other people can reduce the tendency of reach that goal. It depends on the perception of the role of others in one's life. Although the purpose of the operation (for example, the activity of the achievement of goal) can occur independently, it can occur in a social context. People often pursue goals which are important in the presence of others, that can affect the success or failure of the operation purpose.

Research results (Impett, Gable, & Peplau, 2005; Vohs & Cicero, 2004; Finkel, et al, 2006) found that the difference of situational and individual in personal goals can form the interpersonal relationship. In a series of studies, the feeling of closeness with someone means in someone's life depends on the sejahumana people which means that it helps achieve the objectives themselves. If the person means that supports the achievement of business objectives that are important, people will feel closer to her.

People are not pursuing a separate nonsocial in the world. In fact, one of the most nonsocial goal pursued through the social world in which they are located. Further, there is an additional value in the research of self-regulatory measure social outcomes rather than the quality of interpersonal relations: nonsocial have a strong impact for the psychological and physical health (Cohen, 1988, 2004; Uchino, 2004) and the factors that affect this relationship is worth. The study results support the theory of interdependence that people emotional response and relations with others will depend on the rate on which each facilitate or hinder the purpose of each.



## VI. CONCLUSION

The most motivation theories tend to have intrapersonal orientation. The relationship of thoughts and emotions in regulatory focus theory and attribution theory has not to consider yet the other things, such as social norms, social comparison, and the relationships of students with social environment around it. Although the results of the research on the motivation theory sometimes intrapersonal based, but in fact the researches only explain a little to do with personal motivations. Many behaviors tend to be motivated by other people, or the so-called social motivations (Weiner, 1979).

The results of this research proves that one's beliefs against the cause of the failure or success affect his motivation to act. An explanation of the causes of success and failure of a person, in the theory of attribution, also depends on a variety of causes, such as: social norms, similar experience earlier, confidence in one's thoughts, schemes and bias principle hedonist (Weiner, 1979).

Furthermore, the social factors found to be influential in the learning activities in the classroom that seems purely individual. Klassen, Perry, & Frenzel (2012) found that teacher-student relationship is the important things that affect the motivation of teachers. Teachers who have high motivated will further affect the positive behaviors of students during learning activities at school. Davis (1993) and Wang (2009) found that a strong relationship between teachers and students correlate to student positive behavior, such as involvement in learning and other school activities and motivation. Both of these studies support to the findings about the importance of interpersonal relationships in learning.

The involvement and students motivation at schools is a relational process. The cognitive, emotional, and student behavior are result of interpersonal relationship between students-teacher and students-students in the classroom (Pianta, Hamre, & Allen, 2012). Positive relationships and mutual support between teacher and students proved to increase the sense of belonging to school and encourage children to participate actively in learning activities (Hughes & Chen, 2011).

The process of personal dynamics, namely self regulation, which consists of the stages of goal setting, planning, and monitoring, cannot be understood as a process that is exclusive in the individual. As a first stage, when students set a goal, there is an element of emotion and self guide that directs a person to determine its goal. Homework in classroom learning is one form of teacher regulated learning. When students did not finish their homework, teacher has the authority to give consequences. As a result, students become more diligent in doing homework to meet obligations and avoid punishment. Orientation on prevention are conditioned in this situation.

In the second stage, namely planning, students will consider the environment to make no discrepancy between reality and expectancy. Again, others become the mirror in planning what will be done. As the last stage, namely monitoring, evaluation to self-achievement also influenced by the expression of the emotions from other people. Interpersonal theory of attribution is clearly already dominate that process.

Based on description above, it can be concluded that the assessment of the existence behind the individualized and personal responsibility in school work assignments which reflective student self regulation, there are complex dynamics that there always relational situation there in. Many findings prove the role of interpersonal relations and social factors in the learning. From this conclusion it can be say that compared to personal factor (which is encased in the self regulation), relational factors in the social world proved more contribution in encouraging students to engage actively in learning activities at school.

## VII. ACKNOWLEDGEMENT

Author thank to Prof. Dr. Faturochman, MA for reviewing this paper and guiding during lecturing on Relational Class at psychology faculty of Gadjah Mada University, Yogyakarta, Indonesia.

## VIII. REFERENCES

- Aarts, H., Gollwitzer, P.M., & Hassin, R. (2004). Goal contagion: Perceiving is for pursuing. Dalam G.M. Fitzsimons., & E.J. Finkel. (2010). Interpersonal influences on self-regulation. *Psychological Science*, 19(2), 101-105
- Biggs, J.H., & Moore, P.J. (1993). *The Process of Learning*. Third edition. Englewood Cliffs: Prentice Hall
- Cohen, S. (1988). Psychosocial models of social support in the etiology of physical disease. Dalam G.M. Fitzsimons., & A. Fishbach. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Cohen, S. (2004). Social relationships and health. Dalam G.M. Fitzsimons., & A. Fishbach. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Davis, B.G. (1993). *Motivating Students* Ch. 23 (pp. 193-201). In Tools for Teaching. San Francisco: Jossey-Bass
- Finkel, E.J., Dalton, A.N., Campbell, W.K., Brunell, A.B., Scarbeck, S.J., & Chartrand, T.L. (2006). High-maintenance interaction : Inefficient social coordination impairs self-regulation. *Journal of Personality and Social Psychology*, Vol. 91, No.3, 456-475
- Fitzsimons, G.M., & Finkel, E.J. (2010). Interpersonal influences on self-regulation. *Psychological Science*, 19(2), 101-105
- Fitzsimons, G.M., & Fishbach, A. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Fitzsimons, G. M., & Bargh, J. A. (2003). Thinking of you: Nonconscious pursuit of interpersonal goals associated with relationship partners. *Journal of Personality and Social Psychology*, 84(1), 148-163.
- Gettinger, M., and Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31, 350-365.

- Hidi, S., & Harackiewicz, J.M. (2000). Motivating the academically unmotivated: A Critical issue for the 21st century. Dalam P.L. Hardre et al. (2006). Factors affecting high school students' academic motivation in Taiwan. *Asia Pacific Journal of Education*, Vol. 26, No. 2, 189-207
- Higgins, E. T. (1996). Ideals, oughts, and regulatory focus: Affect and motivation from distinct pains and pleasures. In P. M. Gollwitzer & J. A. Bargh (Eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. pp 91-114). New-York: Guilford Press
- Higgins, E.T. (2000). Making a good decision: Value from fit. Dalam A.E. Latimer et al. (2008). A field experiment testing the utility of regulatory fit messages for promoting physical activity. *Journal of Experimental Social Psychology*, 44, 826-832
- Higgins, E.T. (2012). Regulatory focus theory. Dalam P.A.M, Van Lange., A.W. Kruglanski., & E.T. Higgins (eds) (2012). *Handbook of Theory of Social Psychology*. Los Angeles: Sage Publication
- Hughes, J. N., & Chen, Q. (2011). Reciprocal effects of student-teacher and student-peer relatedness: Effects on academic self-efficacy. *Journal of Applied Developmental Psychology*, 32(5), 278-287. doi:10.1016/j.appdev.2010.03.005
- Impett, E., Gable, S.L., & Peplau, L.A. (2005). Giving up and giving in: The costs and benefits of daily sacrifice in intimate relationships. Dalam G.M. Fitzsimons., & A. Fishbach. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Klassen, R.M., Perry, N.E., & Frenzel, A.C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology*, Vol. 104, No.1, 150-165
- Kristiyani, T. (2008). Efektivitas pelatihan self-regulated learning dalam meningkatkan prestasi belajar statistik II pada mahasiswa fakultas psikologi. Tesis. Program Magister Profesi Psikologi Universitas Gadjah Mada Yogyakarta. Tidak diterbitkan
- Kristiyani, T. (2011). Survei masalah-masalah siswa dalam belajar. *Kumpulan Laporan Tugas Psikologi Pendidikan*. Editor: Titik Kristiyani. Tidak diterbitkan
- Kristiyani, T. (2013). Perilaku Belajar Siswa di Yogyakarta. Tidak diterbitkan
- Lepper, M.R., & Henderlong, J. (2000). Turning "play" into "work" and "work" into "play": 25 years of research on intrinsic versus extrinsic motivation. Dalam J.Cameron., W.D. Pierce., K.M. Banko., & A. Gear. (2005). Achievement-based rewards and intrinsic motivation: A test of cognitive mediators. *Journal of Educational Psychology*, Vol. 97, No. 4, 641-655
- Merton, S.E., & Schreiber, J.B. (2006). An attributional analysis of personal and interpersonal motivation for collaborative projects. *Journal of Educational Psychology*, Vol. 98, No.4, 777-787
- Pianta, R.C., Hamre, B.K., & Allen, J.P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. *Handbook of Research on Student Engagement*, DOI 10.1007/978-1-4614-2018-7\_17
- Pintrich, P. R., & Schunk, D. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle, NJ: Prentice-Hall.
- Ryan, R.M., & Connell, J.P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. dalam P.L. Hardre et al. (2006). Factors affecting high school students' academic motivation in Taiwan. *Asia Pacific Journal of Education*, Vol. 26, No. 2, 189-207
- Schunk, D.H., Pintrich, P.R., & Meece, J.L. (2008). *Motivation to Education: Theory, Research, and Applications*. Third edition. Upper Saddle River: Pearson Education
- Shah, J.Y. (2003). Automatic for the people: How representations of significant others implicitly affect goal pursuit. Dalam G.M. Fitzsimons., & E. Finkel. (2010). Interpersonal influences on self-regulation. *Psychological Science*, 19(2), 101-105
- Sternberg, R.J., & Wagner, R.K. (1994). Mind in context: Interactionist perspectives on human intelligence. dalam P.L. Hardre et al. (2006). Factors affecting high school students' academic motivation in Taiwan. *Asia Pacific Journal of Education*, Vol. 26, No. 2, 189-207
- Teng, H.-C., & Kang, L.-M. (2009). Regulatory focus, transformational leadership, uncertainty towards organizational change, and job satisfaction: In a Taiwan's cultural setting. *Asia Pacific Management Review*, 14(2), 215-235
- Uchino, B.N. (2004). Social support and physical health: Understanding the health consequences of our relationships. Dalam G.M. Fitzsimons., & A. Fishbach. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Vohs, K.D., & Ciarocco, N.J. (2004). Interpersonal functioning requires self-regulation. Dalam G.M. Fitzsimons., & A. Fishbach. (2010). Shifting closeness: Interpersonal effect of personal goal progress. *Journal of Personality and Social Psychology*, Vol. 98, No. 4, 535-549
- Wang, M.-T. (2009). School climate support for behavioral and psychological adjustment: Testing the mediating effect of social competence. *School Psychology Quarterly*, 24, 240-251. doi:10.1037/a0017999
- Weiner, B. (1979). A theory of motivation for some classroom experiences. Dalam A. Wigfield. (1988). *Children's attributions for success and failure: Effect of age and attentional focus*. *Journal of Educational Psychology*, Vol. 80, No. 1, 76-81
- Weiner, B. (1985). An Attributional theory of achievement motivation and emotion. *Psychological Review*, Vol. 92, No. 4, 548-573



- Weiner, B. (1992). Human motivation: Metaphors, theories, and research in education. Dalam D.H. Schunk., P.R. Pintrich., & J.L. Meece. (2008). *Motivation to Education: Theory, Research, and Applications*. Third edition. Upper Saddle River: Pearson Education
- Weiner, B. (1994). Integrating social and personal theories of achievement striving. Dalam S.E. Peterson., & J.B. Schreiber. (2006). An attributional analysis of personal and interpersonal motivation for collaborative projects. *Journal of Educational Psychology*, Vol. 98, No.4, 777-787
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, Vol.12, No.1
- Weiner, B. (2012). An attribution theory of motivation. Dalam P.A.M, Van Lange., A.W. Kruglanski., & E.T. Higgins (eds) (2012). *Handbook of Theory of Social Psychology*. Los Angeles: Sage Publication
- Winterheld, H.A., & Simpson, J.A. (2011). Seeking security or growth: A regulatory focus perspective on motivation in romantic relationships. *Journal of Personality and Social Psychology*, Vol. 101, No. 5, 935-954
- Yen, C-L., Chao, S-H., & Lin, C-Y. (2011). Field testing of regulatory focus theory. *Journal of Applied Social Psychology*, 41, 6, 1565-1581

# The Social Aspect of Self- Regulation in Learning

## ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

8%

PUBLICATIONS

5%

STUDENT PAPERS

## PRIMARY SOURCES

1	archive.org Internet Source	2%
2	open.library.ubc.ca Internet Source	1%
3	faculty.chicagobooth.edu Internet Source	1%
4	etd.repository.ugm.ac.id Internet Source	1%
5	Submitted to The University of Manchester Student Paper	1%
6	www.researchgate.net Internet Source	<1%
7	core.ac.uk Internet Source	<1%
8	faculty.wcas.northwestern.edu Internet Source	<1%
9	irep.iium.edu.my Internet Source	<1%

10	<a href="http://balmainassociation.org.au">balmainassociation.org.au</a> Internet Source	<1 %
11	CHIH-LONG YEN. "Field Testing of Regulatory Focus Theory : FIELD TESTING OF RFT", Journal of Applied Social Psychology, 06/2011 Publication	<1 %
12	<a href="http://coek.info">coek.info</a> Internet Source	<1 %
13	<a href="http://dokumen.pub">dokumen.pub</a> Internet Source	<1 %
14	Submitted to Valdosta State University Student Paper	<1 %
15	Submitted to Universiti Teknologi Malaysia Student Paper	<1 %
16	Laurent Brun, Pascal Pansu, Benoit Dompnier. "The role of causal attributions in determining behavioral consequences: A meta-analysis from an intrapersonal attributional perspective in achievement contexts.", Psychological Bulletin, 2021 Publication	<1 %
17	<a href="http://www.frontiersin.org">www.frontiersin.org</a> Internet Source	<1 %
18	<a href="http://journals.sagepub.com">journals.sagepub.com</a> Internet Source	<1 %



19

[www.calgarybridgefoundation.com](http://www.calgarybridgefoundation.com)

Internet Source

&lt;1 %

20

Sarah E. Peterson, James B. Schreiber. "An attributional analysis of personal and interpersonal motivation for collaborative projects.", *Journal of Educational Psychology*, 2006

Publication

&lt;1 %

21

[ejhs.ju.edu.et](http://ejhs.ju.edu.et)

Internet Source

&lt;1 %

22

[educationdocbox.com](http://educationdocbox.com)

Internet Source

&lt;1 %

23

[epdf.pub](http://epdf.pub)

Internet Source

&lt;1 %

24

Przybylinski, Elizabeth, and Susan M. Andersen. "Short-circuiting transference using implementation intentions", *Journal of Experimental Social Psychology*, 2013.

Publication

&lt;1 %

25

[docplayer.net](http://docplayer.net)

Internet Source

&lt;1 %

26

[oapub.org](http://oapub.org)

Internet Source

&lt;1 %

27

[www-socpsy.l.u-tokyo.ac.jp](http://www-socpsy.l.u-tokyo.ac.jp)

Internet Source

&lt;1 %

28	<a href="http://www.cetljournal.co.uk">www.cetljournal.co.uk</a> Internet Source	<1 %
29	<a href="http://www.newworldencyclopedia.org">www.newworldencyclopedia.org</a> Internet Source	<1 %
30	<a href="http://www.tandfonline.com">www.tandfonline.com</a> Internet Source	<1 %
31	<a href="http://epdf.tips">epdf.tips</a> Internet Source	<1 %
32	<a href="http://etd.uum.edu.my">etd.uum.edu.my</a> Internet Source	<1 %
33	<a href="http://euromentor.ucdc.ro">euromentor.ucdc.ro</a> Internet Source	<1 %
34	<a href="http://fliphtml5.com">fliphtml5.com</a> Internet Source	<1 %
35	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	<1 %
36	<a href="http://img1.wsimg.com">img1.wsimg.com</a> Internet Source	<1 %
37	<a href="http://mafiadoc.com">mafiadoc.com</a> Internet Source	<1 %
38	<a href="http://uir.unisa.ac.za">uir.unisa.ac.za</a> Internet Source	<1 %
39	<a href="http://www.al-edu.com">www.al-edu.com</a> Internet Source	<1 %

40 Rudolph, Cort W., Michael B. Harari, and Levi R.G. Nieminen. "The effect of performance trend on performance ratings occurs through observer attributions, but depends on performance variability : Ratings of dynamic performance", Journal of Applied Social Psychology, 2015. <1 %  
Publication

---

41 [www.palgraveconnect.com](http://www.palgraveconnect.com) <1 %  
Internet Source

---

42 "Social and Emotional Learning in Australia and the Asia-Pacific", Springer Science and Business Media LLC, 2017 <1 %  
Publication

---

43 Gráinne M. Fitzsimons, Eli J. Finkel. "Interpersonal Influences on Self-Regulation", Current Directions in Psychological Science, 2010 <1 %  
Publication

---

---

Exclude quotes      On      Exclude matches      < 5 words  
Exclude bibliography      On