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**THE EFFECT OF SELF-REGULATION ON LEARNING ACTIVENESS IN ACCOUNTING EDUCATION STUDENTS AT MAKASSAR STATE UNIVERSITY**

 **NURUL SAFITRI MAGHFIRAH1, SAHADE2, ABDUL RIJAL3,**

**FAJRIANI AZIS4, NURAISYIAH5**

1,2,3,4,5Prodi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Makassar

nurulsamaghfirah27@gmail.com, sahade@unm.ac.id, abd.rijal@unm.ac.id, fajrianiazis@unm.ac.id, nuraisyiah@unm.ac.id

***Abstract***

*This study aims to determine the effect of student self-regulation on learning Activeness in students of the Accounting Education Study Program, Faculty of Economics and Business, Makassar State University. The variables in this study are self-regulation (X) and active learning (Y). The population in this study are students of the Accounting Education Study Program, Faculty of Economics and Business. Makassar State University, class of 2018-2021, consisting of 397 students. The sample in this study used proportionate stratified random sampling with a sample of 80 students. Data collection techniques used are questionnaires and documentation. The data were analyzed using percentage descriptive analysis techniques, instrument testing, and hypothesis testing. Based on the results of the descriptive analysis, self-regulation and learning Activeness of Makassar State University Accounting Education students are included in the high category, with self-regulation percentages of 78.1% and 76.4% for learning Activeness. From the results of the linear regression analysis, it was obtained that the equation model Y = 41.713 + 0.502X, which means that self-regulation variables have a positive influence on learning activity. The coefficient of determination (r 2) results show 0.124 or 12.4%, while other factors influence the remaining 87.6%. From the results of the t-test analysis, self-regulation has a positive and significant effect on learning Activeness with a significance value of 0.001<0.05; this means that self-regulation has a positive and significant impact on learning Activeness; thus, the hypothesis is accepted.*

***Keywords:*** *The Effect of Self-Regulation, Student's Learning Activeness.*

**INTRODUCTION**

Student activity is essential to the lecture process because knowledge can be acquired if studied first. Student activity will influence their success in their studies. Students who study actively can think logically, apply ideas, solve problems, and instill and understand good concepts because they have studied the material first before discussing it with friends and lecturers. However, there are factors that can influence students' active learning, namely self-regulation.

Self-regulation is a person's ability to organize themselves to effectively manage their learning process in various ways to achieve their learning goals. This is in line with what Husna et al. (2014:59) stated. Self-regulation is the process of bringing oneself towards achieving the goal of becoming a complete human being academically, socially, and existentially.

Student activity in the learning process can stimulate and develop their talents; students can also practice critical thinking and solve problems in everyday life. Students' lack of activity can be caused by various obstacles they experience, which impact their performance in learning. Students feel a lack of interaction with lecturers during learning, so the material cannot be understood well. Students also feel bored and often do not focus during the learning process.

Makassar State University is a state university with superior accreditation in Makassar. It has nine faculties, one of which is the Faculty of Economics and Business. The Faculty of Economics and Business has prepared several study programs, including the Accounting Education Study Program, where students have different self-regulation abilities in the learning process, with differences in how each individual regulates themselves, which can give rise to the assumption that self-regulation influences learning activity.

Based on initial observations made by researchers, the following is presented regarding the influence of self-regulation and learning activeness on 2018 Accounting Education Study Program students using *a Likert scale.* The percentage of self-regulation indicators (X) was obtained at 40% and was classified as low based on the standard indicator percentage according to Arikunto & Abdul Jabar (2018:35), namely 21%-40%. Meanwhile, the learning activeness indicator (Y) rate, which is 37%, is also in the low category based on the standard indicator percentage according to Arikunto & Abdul Jabar (2018:35), namely 21%-40%.

**METHODS**

Variable X in this research is self-regulation, and Variable Y is learning activity. This research uses quantitative data. The sampling technique is proportionate stratified random sampling. The data analysis techniques used are descriptive percentage analysis, instrument testing, and hypothesis testing using SPSS 25. Instrument testing consists of validity and reliability testing. Meanwhile, hypothesis testing consists of simple linear regression analysis, t-test, and coefficient of determination.

The objects of this research are students of the Makassar State University Accounting Education Study Program class 2018-2021. Data collection techniques in this research were through questionnaires and documentation. The indicators for the self-regulation variable (X) are Metacognition, Motivation, and Behavior. Learning Activeness (Y) with indicators namely students participate in carrying out their learning tasks, students are involved in problem-solving, students ask other students or the teacher if they do not understand the problem they are facing, students actively seek information related to the problem solving, students carry out discussions groups with teacher guidance, students can assess their abilities and the results they obtain, students train themselves in working on problems, students work on what they get in solving the tasks or issues they face. The data analysis techniques used are descriptive percentage analysis, instrument testing, and hypothesis testing.

**RESULTS AND DISCUSSION**

**Percentage Descriptive Analysis**

Based on the results of distributing questionnaires regarding self-regulation it is illustrated by the percentage of the total Score of all respondents' answers obtained from the three indicators included in Table 1 below:

**Table 1.** Conclusion of Respondents' Responses Regarding Self-Regulation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| l No. | Indicator l | l Actual Score | l Ideal Score | l Score (%) | Description l |
| 1 | Metacognition | 1205 | 1600 | 75.3 | Tall |
| 2 | Motivation l | 647 | 800 | 80.8 | Very high |
| 3 | Behavior | 1252 | 1600 | 78.2 | Tall |
| Amount | 3104 | 4000 | 78.1 | Tall |

Table 1 shows that the actual score percentage results for Accounting Education students' self-regulation obtained an average actual score percentage of 78.1 percent, which is classified as high, and there is one indicator below the average actual score percentage, namely the metacognition indicator of 75.3 percent.

**Table 2.** Conclusion of Respondents' Responses Regarding Learning Activeness

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| l**No.** | **Indicator** l | l **Actual Score** | l **Ideal Score** | l **Score (%)** | **Description** l |
| 1 | Participate in carrying out learning assignments | 682 | 800 | 85.2 | Very high |
| 2 | Engage in problem-solving | 578 | 800 | 72.2 | Tall |
| 3 | Ask students or the teacher if do not understand the problem is facing | 635 | 800 | 79.3 | Tall |
| 4 | Actively seek linformation l related to l problem-solving l | 656 | 800 | 82 | Very high |
| 5 | Carry out group discussions the guidance | 567 | 800 | 70.8 | Tall |
| 6 | Can assess one's abilities and the results obtained? l | 572 | 800 | 71.5 | Tall |
| 7 | Train me in doing  | 576 | 800 | 72 | Height l |
| 8 | got in completing l tasks or l problems lfaced | 629 | 800 | 78.6 | Tall |
| Amount | 3104 | 6400 | 76.4 | Tall |

The results of the actual score percentage for learning activity were based on respondents from Accounting Education students, who obtained an average actual score percentage of 76.4 percent, which is classified as high. There are four indicators below the average actual score percentage, namely the second indicator. The fifth indicator amounted to 72.2 percent, the sixth indicator amounted to 70.8 percent, the sixth indicator to 71.5 percent, and the seventh indicator to 72 percent.

**Instrument Validity Test**

The validity test compares count with table for *the degree of freedom* (df) = n-2. The number of samples (n) in this study was 80, so the pdf obtained was 80-2 = 78, with a significance level of 5 percent, so that = 0.220. If count> table, then the instrument can be declared valid.

**Table 3.** Validity Test Results of Self-Regulation Instruments

|  |  |  |
| --- | --- | --- |
| **Item** l **Statement** | **Validity** | **Conclusion** |
| **count** | **rtable** |
| 1 | 0.724 | 0.220 | Valid |
| 2 | 0.733 | 0.220 | Valid |
| 3 | 0.746 | 0.220 | Valid |
| 4 | 0.643 | 0.220 | Valid |
| 5 | 0.706 | 0.220 | Valid |
| 6 | 0.713 | 0.220 | Valid |
| 7 | 0.755 | 0.220 | Valid |
| 8 | 0.818 | 0.220 | Valid |
| 9 | 0.775 | 0.220 | Valid |
| 10 | 0.690 | 0.220 | Valid |

Table 3 shows that all statements submitted for the self-regulation variable meet the research validation standards, namely >, which in this study is between 0.643 and 0.818. This shows that >, which is 0.220. Thus, it can be concluded that all statement items are declared valid.

**Table 4.** Validity Test Results of the Learning Activeness Instrument

|  |  |  |
| --- | --- | --- |
| **Item** l **Statement****No.** | **Validity** | **Conclusion** |
| **rcount** | **rtable** |
| 1 | 0.568 | l 0.220 l | Valid l |
| 2 l | l 0.653 | l 0.220 l | Valid l |
| 3 l | l 0.666 | l 0.220 l | Valid l |
| 4 l | l 0.659 | l 0.220 l | Valid l |
| 5 l | l 0.635 | l 0.220 l | Valid l |
| 6 l | l 0.689 | l 0.220 l | Valid l |
| 7 l | l 0.748 | l 0.220 l | Valid l |
| 8 l | l 0.606 | l 0.220 l | Valid l |
| 9 l | l 0.714 | l 0.220 l | Valid l |
| 10 l | l 0.729 | l 0.220 l | Valid l |
| 11 l | l 0.798 | l 0.220 l | Valid l |
| 12 l | l 0.666 | l 0.220 l | Valid l |
| 13 l | l 0.577 | l 0.220 l | Valid l |
| 14 l | l 0.643 | l 0.220 l | Valid l |
| 15 l | l 0.723 | l 0.220 l | Valid l |
| 16 l | l 0.677 | l 0.220 l | Valid l |

Table 4 shows that all statements submitted for the learning activeness variable meet the research validation standards. In this study, the value is between 0.568 and 0.798. This shows that it is 0.220. Thus, it can be concluded that all statement items are declared valid.

**Instrument Reliability Test**

A reliability test is a measure that shows the extent to which measurement results remain consistent when measured several times with the same measuring instrument. The reliability test of this research aims to measure whether respondents' answers to statement items are consistent or not. Testing the reliability of the instrument in this study used *Cronbach's alpha technique* with a sample size of 80 respondents. An instrument is declared reliable if the *Cronbach's alpha value* is > 60. The results of the instrument reliability test can be seen in the following table:

**Table 5**. Reliability Test Results of Self-Regulation Instruments

|  |
| --- |
| **Reliability** l **Statistics** |
| l Cronbach's Alpha l | N l of Items l |
| l 0.903 | 10 |

*Cronbach's alpha* value is 0.903 > 0.60. Thus, the self-regulation instrument used to collect data in this research is declared reliable.

**Table 6**. Reliability Test Results of Learning Activeness Instruments

|  |
| --- |
| **Reliability** l **Statistics** |
| l Cronbach's Alpha l | N l of Items l |
| 0.916 | 16 |

*The Cronbach's alpha* value is 0.916>0.60. Thus, it can be concluded that the learning activeness instrument used to collect data in this research is declared reliable. Based on the instrument tests used, including validity tests and reliability tests, it can be concluded as follows:

**Table 7**. Conclusion of Validity and Reliability Test of Research Instruments

|  |  |  |
| --- | --- | --- |
| Variable | Validity l | Reliability l |
| rcount | rtable | Note. | *Cronbach's**Alpha* | Standard | Ket |
| Self Regulation | 0.643 to 0.818 | 0.220 | Valid | 0.903 | 0.60 | Reliable |
| Learning Activeness | 0.568 to 0.798 | 0.220 | Valid | 0.916 | 0.60 | Reliable |

Thus, the instruments for self-regulation and student learning activity in this research are suitable.

**Hypothesis Testing**

**Simple Linear Regression Analysis**

A simple linear regression analysis was used in this study to measure the full self-regulation of active learning. The analysis was carried out with the help of *SPSS version 25.* The results of simple linear regression calculations can be seen in the following table:

**Table 8.** Results of Simple Linear Regression Analysis

|  |
| --- |
| **Coefficients a** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 41,713 | 5,911 |   | 7,057 | 0,000 |
| Self Regulation | 0.502 | 0.151 | 0.353 | 3,327 | 0.001 |
| a. Dependent Variable: Learning Activeness |

Based on the equation model obtained, the constant value (a) is 41.713. This means that if the self-regulation variable has a value of zero, then the learning activity variable for Makassar State University Accounting Education students is 41.713 units.

The regression coefficient (b) value is 0.502; if the self-regulation variable increases by one unit, the learning activity of Makassar State University Accounting Education students increases by 0.502 units. The regression coefficient is positive, so the direction of influence of variable X on Y is positive.

**b.** **t-test**

The t-test is used to test the hypothesis and find out how significant the influence of the self-regulation variable is on the learning activeness of Makassar State University Accounting Education students. To determine the effect of self-regulation on learning Activeness through the t-test, the significance value is less than 0.05 (5%). A variable is said to have a significant effect when the significance value obtained is smaller than 5% (α = 0.05). The results of the t-test were carried out using *SPSS ver. 25 for Windows* can be seen in the following table:

**Table 9.** Results of t-test analysis

|  |
| --- |
| **Coefficients a** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 41,713 | 5,911 |   | 7,057 | 0,000 |
| Self Regulation | 0.502 | 0.151 | 0.353 | 3,327 | 0.001 |
| a. Dependent l Variable: Activeness l Learning |

Known sig value. For the influence of X on Y is 0.001 < 0.05. So, it can be concluded that the hypothesis testing is "accepted," which means there is an influence of self-regulation (X) on learning Activeness (Y).

**Coefficient of Determination**

The coefficient of determination (r2) is used to find out how much contribution or contribution the self-regulation variable makes to the learning activeness of Makassar State University Accounting Education students. The coefficient of determination also explains values that range from zero to one. If it is close to 1 (one), it can be said that the stronger the model is in explaining the variation of the independent variable on the dependent variable partially and vice versa; if it is close to 0 (zero), the weaker the variation of the independent variable is in explaining the dependent variable partially.

**Table 10.** Coefficient of Determination Test Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R l | R l Square | Adjusted l R Square l | l Std. Error l of the l Estimate |
| 1 | ,353 a | l 0.124 | l 0.113 | 7,394 |
| a. l Predictors: (Constant), Self-Regulation (X) |

The influence of the self-regulation variable on students' active learning, as seen from the coefficient of determination (r2) in Table 10, is 0.124 or 12.4 percent of the learning activeness of Makassar State University Accounting Education students, and the remaining 87.6 percent is influenced by other factors.

Self-regulation has an influence on active learning; good self-regulation can make students active in their education. The results of the description of the self-regulation research variable obtained an average actual score of 78.1 percent and were included in the high category. The self-regulation indicator with the highest percentage level is "I think about the negative consequences that will arise if I am not active in learning," with an actual score of 82.5 percent, while the indicator with the lowest percentage is "I take the initiative to rearrange instructional materials to improve the process. learning" with an actual score of 73.7 percent. However, this self-regulation variable significantly influences the learning activeness of Makassar State University Accounting Education students.

The results of the description of the learning activeness research variable obtained an average actual score of 76.4 percent and were included in the high category. The indicator of learning Activeness with the highest percentage level is "I listen and pay attention to the material presented by the lecturer," with an actual score of 87 percent, while the lowest indicator is "I work on practice questions that I created myself" with an exact score of 59 .5 percent.

The results of hypothesis testing in this research using *SPSS ver. 25 for Windows.* The results of a simple linear regression analysis obtained the equation Y = 41.713 + 0.502. The regression coefficient value is positive, namely 0.502. This means that if the self-regulation variable increases by one unit, then the learning activity of Makassar State University Accounting Education students will increase by 0.502 units. Meanwhile, the results of the coefficient of determination analysis were 0.124 or 12.4 percent. This means that self-regulation has an influence on student learning activity of 12.4 percent, while the remaining 87.6 percent is influenced by other factors.

The t-test results obtained a significance value of 0.001 <0.05, meaning that the self-regulation variable has a significant effect on the learning activeness of Makassar State University Accounting Education students. Therefore, it can be concluded that the hypothesis proposed in this research, "It is suspected that self-regulation influences learning activeness in Accounting Education students at Makassar State University," is acceptable.

Based on the results of the research that has been carried out, it is in line with research conducted by Sahade (2020) which states that motivation has an important role in the learning process, with motivation, students will be encouraged to learn. Students who have high motivation tend to be more enthusiastic about learning than students who do not have motivation to learn.

The results of this research are also in line with the theory put forward by Barnard et al. (2008), which states that " *self-regulation* can increase students' Activeness in taking notes, summarizing, carrying out the process of elaborating knowledge and finding learning materials to support their success in learning." The results of this research are in line with research conducted by Putrie (2021) which states that there is a positive influence of self-regulation on the learning achievement of class VIII students in social studies subjects with data test results obtained by analysis = 64.461 and p-value = 0.000/2 = 0.000 < 0.05 or Ho is rejected.

Thus, it can be concluded that students who have good self-regulation are students who can actively learn to participate in learning activities and actively manage their own learning process, starting from planning, monitoring, controlling, and directing themselves systematically to achieve their learning goals compared to students who do not have good self-regulation.

**CONCLUSION**

Based on the results of data analysis and discussion described in the previous chapter regarding the influence of self-regulation (X) on active learning (Y) in Accounting Education students at Makassar State University, it can be concluded as follows:

1. Based on the descriptive analysis results, the self-regulation of Makassar State University Accounting Education students is included in the high category with an average percentage of 78.1 percent. This is above the percentage standard, according to the opinion of Arikunto and Abdul Jabar (2018:35), namely 61% -80% in the high category.

2. Based on the results of the descriptive analysis, the learning activity of Makassar State University Accounting Education students is included in the high category with an average percentage of 76.4 percent. This is above the percentage standard, in accordance with the opinion expressed by Arikunto and Abdul Jabar (2018:35), namely 61% -80% in the high category.

3. Self-regulation has a positive and significant effect on the learning activeness of Makassar State University Accounting Education students, with a significance value of 0.001 < 0.05.

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