

**Exploring Self-Regulated Learning Strategies and Academic Performance
among Orphanage Secondary School Students**

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Abstract

This study aimed to investigate the self-regulated learning strategies employed by secondary school students living in *Panti Asuhan Bahagia* Sampit. Children in orphanages often face various challenges that impact their academic progress, due to limited access to learning resources, lack of parental support, and unstable living conditions. It attempted to reveal some variables influencing their self-regulated learning strategies concerning their academic achievement. A qualitative research methodology was used in this study. The data analysis used a narrative approach to describe the students' learning experiences. The study was based on a social cognitive theory. Drawing from 45 children as the population of the study, six participants were selected for the study using purposive sampling based on the academic achievement data and recommendations from the caregivers. The data was obtained through semi-structured interviews. The interviews were conducted face-to-face at the orphanage on August 21 and 24, 2023. Each participant was interviewed twice, with each lasting for about 30 minutes. The results showed that highly self-regulating students are academically more successful than those students with low self-regulation skills or those who lack regulation in their learning, and the factors that influence self-regulated learning were personal, behavioral factors, and environmental factors. By exploring those areas, the research is expected to contribute to the development of effective interventions to support the academic success of orphanage secondary school students.

Keywords: self-regulated learning strategies, academic performance, orphanage secondary students

INTRODUCTION

Self-regulated learning (SRL) is a complex and cyclical process in which students actively engage in their own learning through metacognitive, motivational, and behavioral aspects (Zimmerman, 1989). It is an important ability for academic achievement since it enables students to take care of their own learning and change their tactics to fit the demands of various tasks (Zimmerman, 1990). In the metacognitive aspect, the students set the plan, set goals, organize, self-monitor, and self-evaluate during the learning process (Zimmerman, 1990). In addition, Mbato (2013) emphasizes that metacognitive strategies empower students to think about their own thinking. Awareness of the learning process enhances control over their own learning.

Clear (2019) states in his book entitled *Atomic Habits* that setting goals will be better if accompanied by the capability to control how individuals or students will achieve the goals, making small decisions, and carrying out those decisions consistently so that they will develop good self-regulation. In the motivational aspect, the students report self-efficacy in their learning process (Schunk, 2005) and in the behavioral aspect, the students select, manage time, create an environment, and seek help when needed that optimize their learning (Schunk, 2005; Zimmerman, 1990).

Bandura in Schunk (2018) presents his social cognitive theory that human personality is the result of the interacting influence of personal, environmental, and behavioral factors. His theory highlights the importance of reciprocal determinism which shows that the idea that our thoughts, feelings, behaviors, and the environment all interact to influence each other. Bandura (1977) and Bandura (1991) states that people possess self-reflective and self-reactive capabilities that enable them to exercise some control over their thoughts, feelings, motivation, and action's role in shaping the personality.

Bandura in Abdullah (2019) emphasizes that personality or behavior is the product of three interacting forces the environment, behavior, and personal. The interaction between these three factors is called triadic reciprocal determinism. This model differs from other theories of human behavior in that it stresses the reciprocal nature of the link between these three components. This suggests that each component can influence the other two factors and that this interaction is ongoing. From the three factors that interact with each other to affect learning, it is known that the factors that affect SRL are individual or personal factors, behavioral factors and environmental factors.

Self-Regulated Learning is a crucial skill for academic success, and it can be particularly important for orphanage children who may face unique challenges in their education. Orphanage children are one of the most vulnerable groups in terms of their academic performance and educational attainment (Tefera & Refu, 2019). Although educators, childcare service providers, and social workers are committed to improving educational opportunities, the relationship between orphanhood and education outcomes is not well understood due to a variety of factors (Escueta et al., 2014).

Orphanage children often face numerous challenges that impact their academic progress, such as limited access to learning resources, a lack of parental support, unstable living conditions, and study problems like how to apply cognitive and metacognitive strategies in learning (Tefera & Refu, 2019). They showed that there was a statistically significant difference in academic achievement between orphaned and non-orphaned children caused by lack of parental affection, absence of school uniforms and learning resources, behavioral and emotional issues, feelings of isolation, rejection, motivation, and self-efficacy (Alafgani & Purwandari, 2019; Oyuga et al., 2019). Yandri et al. (2022)

additionally stated that a lack of parental support causes bullying to happen. Children try to adjust to survive the rigors of life (Neviyarni & Netrawati, 2019). They are required to be able to manage emotions and control behaviors in all conditions including controlling their learning strategies in difficult circumstances. Therefore, Self-regulated learning strategies have been proposed as a potential solution to address the academic difficulties faced by orphanage children (Mojarad et al., 2013).

A study by Mojarad et al. (2013) revealed that cognitive and metacognitive learning strategies have a positive effect on the self-regulation of learning in orphan students. The experimental group, which received the 8-session course on cognitive and metacognitive strategies, showed higher scores in self-regulation learning compared to the control group. The experimental group also showed an increase in the application of metacognitive strategies. The study suggests that teaching cognitive and metacognitive strategies can be effective in improving self-regulation learning in orphan students. A study by Azwar (2022) revealed that there is a gap in the literature regarding the effectiveness of self-regulated learning strategies in improving academic performance among orphanage children.

Another study revealed that adverse childhood experiences and psychosocial well-being among orphans and abandoned children greatly affect children's learning, self-regulation, and academic achievement (Escueta et al., 2014). They showed the interconnectedness of emotional well-being, cognitive development, and various socio-economic and environmental factors for vulnerable children. They suggest that addressing emotional difficulties and stabilizing socio-economic conditions can potentially improve the educational outcomes and overall well-being of these children. Another problem that existed in the orphanage was a behavioral issue. Living apart from biological parents or not having parents has an impact on children's behavior. This shows the difference between children who live with parents and children who live without biological parents.

Common behavioral problems observed in orphan and non-orphan children are temper tantrums, poor attention, anxiety, and irritability. Appannavar & Aminabhavi (2021) and Hermenau et al. (2015) revealed that orphan children have significantly more behavioral problems compared to non-orphan children. To tackle those problems, not only psychological guidance but also religious patterns are needed to enhance children's good behavior including habituation, exemplary behavior, and advice (Jumriani et al., 2022).

“Panti Asuhan Bahagia”, established in 1981 is one of the orphanages in Sampit, Kotawaringin Timur, Central Kalimantan. In total, 45 young children aged 7 to 19 years of age live in this institution. The first writer is a voluntary tutor who has the responsibility to teach English and math to children living there. So, the writers have a desire to deepen their knowledge about the phenomena that occur in the orphanage, especially how students regulate their learning and the impact on their academic achievement. So far, most of the previous studies on self-regulated learning strategies among orphanage children have been quantitative in nature (Appannavar & Aminabhavi, 2021; Escueta et al., 2014).

This study is set to reveal a more in-depth understanding of self-regulated learning strategies among orphanage children by using a qualitative approach. Ideally, in applying self-regulated learning, students are expected to be able to apply three aspects including metacognitive, motivational, and behavioral aspects. However, the data we found showed varied results. Empirical studies have revealed that the orphaned children demonstrate

limited learning skills, mostly due to the fact that they tend to be neglected, naughty, not smart, rarely successful, and encounter difficulties in navigating their lives both in and outside of the orphanages. By exploring the use of SRL strategies among orphanage children, we can gain insights into how the students regulate their learning, what factors influence the development of self-regulated learning, and the impact on their academic performance. Therefore, the purpose of this study is to answer the following research questions: (1) What self-regulated learning strategies do orphanage secondary students use to enhance their academic performance? (2) What factors may influence the development of self-regulated learning strategies among orphanage secondary students?

METHOD

A qualitative research method with narrative approach used in this study. According to Creswell (2018), the qualitative method is for investigating and comprehending the meaning that a group or an individual assigns to a social or human issue, while narrative can be defined as collecting and analyzing the accounts people tell to describe experiences and offer interpretation. In this study, the writers used a narrative approach to reveal the phenomenon of SRL strategies used by the orphanage secondary students in Panti Asuhan Bahagia Sampit and their academic achievement.

The population of the research was 45 participants, and six children, aged 14 - 16 years of age, were chosen as samples using a purposive sampling method. (Creswell, 2018). The participants were selected based on the academic achievement data and recommendations from the caregivers.

The data were collected through semi-structured interviews. The writers grouped the 6 participants into 3 categories. 2 students as high self-regulation student category, 2 students as average self-regulation student category, and 2 students as low self-regulation student category. The interviews done in pairs, and each pair was interviewed twice, with each interview lasting about 30 minutes. The interviews were conducted face-to-face at the orphanage on August 21 and 24, 2023, at around 7:30 P.M. after Isha prayer. The interviews were audio recorded and the interview transcripts were made for data analysis.

Self-regulation skills have three aspects including metacognitive, motivational, and behavioral aspects (Zimmerman, 1990). For this reason, self-regulation interview questions were prepared by considering these aspects. The questions asked in the interview form and the relationship of these questions with self-regulation skills are shown in Table 1.

Table 1. Interview Questions with Self-regulation Skill Aspects

Aspects of self-regulation	Interview questions
Metacognitive	<ul style="list-style-type: none"> • What strategies do you use to break down large tasks into smaller, manageable steps? • What strategies do you use to monitor your understanding of the material you are learning?
Motivational	<ul style="list-style-type: none"> • What personal goals do you have for your learning? What makes you want to succeed? • Do you find it helpful to work with others or learn in a group setting? Why or why not?
Behavioral	<ul style="list-style-type: none"> • Do you have a specific study routine or schedule? How do you stick to it?

- What specific study strategies do you use for different subjects or tasks? (e.g., note-taking, reread the materials, ask friends/teacher)

Factors that may influence the development of SRL strategies are composed of three components: personal, behavioral, and environmental components (Bandura, 1991). The questions asked in the interview form and relationship of these questions with factors of SRL strategies are shown in Table 2.

Table 2. SRL Factors Interview Form and Questions

Factors of SRL	Interview questions
Personal	Do you believe in your ability to succeed in your learning goals? Why?
Behavioral	<ul style="list-style-type: none"> • What techniques do you use to organize your learning materials and assignments? • How do you prioritize and schedule your study time effectively?
Environmental	<ul style="list-style-type: none"> • Do you feel you have access to supportive teachers or mentors who offer guidance and feedback? • How do you feel about the learning environment at your place? Do you find it motivating and supportive?

The data analysis was done using a narrative inquiry approach in accordance with Cohen et al. (2007) in three stages. First, the writers were transcribing the recording of the interview. After transcribing, the writers analyzed the transcript. The writers use the real name of the participants. The second step was member checking. The writers asked the participants to confirm that the data was appropriate. The writers clarified the unclear statement from the participants. The last step was coding. In this step the writers divided the data into small units such as line, phrase, sentence and paragraph to analyze, conceptualize and categorize based on criteria from research questions. After that, the writers arranged the data based on the category, marking the data based on how many participants mention the subject and selected the main category to make a group based on the main category and relate it with the theory.

FINDINGS AND DISCUSSION

In this part, after the data was obtained, the writers portrayed the strategies and the factors influencing the students' self-regulated learning development reported by the students.

1. Self-Regulated Learning Strategies

The data clearly shows that there are three main aspects, namely metacognitive, motivational, and behavioral aspects.

a. Metacognitive Aspect

Out of six students have been interviewed, three of them shared their experience about this aspect. The descriptions were presented as follows:

“Before studying, I organize my books according to the schedule for the next day. Then I choose subjects that I haven't understood to study again. Usually, I reread the materials and summarize them. For checking my understanding, I do the exercises from the books.” (Sela)

“When I'm studying, I use different strategies, depending on the subject I'm studying. For example, for English and math, I prefer to do the exercises in the book. However, for other subjects I prefer to read and make summaries.” (Riska)

“I do not have any strategy in studying because for me, studying means reading. I do not like reading.” (Rahmi)

Based on the descriptions above, it can be seen that students who have high metacognitive skill and who have low metacognitive skill are aware of optimizing their goal. Sela and Riska have a high metacognitive awareness. They have different strategies in studying. Sela shared her metacognitive skill experience such as relearned subjects that she had not understood yet, reread the materials then summarized them and did the exercises in the book for checking her understanding. Then Riska shared that she applied more than one strategy in learning depending on the subjects. Meanwhile Rahmi stated that she does not have any strategy in studying because in her opinion, studying is reading and she doesn't like reading. So, it showed that Rahmi has a lack of metacognitive awareness in her learning process.

b. Motivational Aspect

The findings of the motivational aspect of self-regulation skills were presented in the description below.

“I only study subjects that I like and are easy for me. I don't want to study difficult subjects because I can't understand them. I don't like studying English because I think it's very difficult and not used in the environment where I live. I like sports subjects the most because they are fun and exciting. I want to practice soccer every day so I can become a soccer player.” (Reza – internal motivation)

“I like to study because it is important. By studying we become smart. I study all subjects at school both easy and difficult subjects. I believe I can learn them if I study hard. I have many friends, mentors at the orphanage and teachers at school who can help me in studying. I dream of becoming a teacher one day” (Sule – internal motivation)

“I study all subjects at school because it is compulsory although not all subjects I understand. When I find difficulties while studying, I ask my friends and mentors at the orphanage. I study religion most often because I like religious subjects.” (Bela – external)

As can be seen in the descriptions above, all of the students have different motivation in learning both internal and external. There were two students who showed their high self-efficacy or self-belief as supported by their statements. Sule stated that he believes he can learn all of the subjects if he studies hard. Then Bela shared that she studies all subjects at school because it is compulsory. She

has a higher motivation in learning religious subjects than other subjects because her favorite subject is religious. She believes she can handle her difficulties in learning because she has friends, mentors at the orphanage to help her while she is studying.

Meanwhile another student showed his low self-efficacy in his learning. Reza shared that he only studied the subjects that he liked or were easy for him. He only studied sports because according to him, it was fun and exciting. When he found difficulties in studying, he would not study it more because he assumed that he could not understand the materials. It showed that he does not have great confidence and lacks both motivation and commitment in solving difficulties in the learning process and tends to give up more easily.

c. Behavioral Aspect

In this part, the six students as the participants in this research shared their unique learning experience related to behavioral aspects in learning including managing time, creating an environment, and seeking help when needed. The findings of the aspect of self-regulation skills according to the interviews were presented in the description below.

“I often study around 9.00 – 12.00 P.M when my friends are asleep. I choose that time because the room is quiet. I can not study in a noisy environment and I prefer to study alone to study in groups. If I have difficulties when I am studying, I ask my senior or my tutor who teaches in the orphanage.” (Sule)

“I study every night to do my homework with my friends and my tutor when she comes and in the morning after praying subuh around at 4.30 A.M to read the materials. I like studying in the morning because I feel fresh and the environment is quiet, so I can learn easily.” (Sela)

“I usually study at night after having dinner with my friends if I have homework . I like to study in groups better than study alone because we can share with each other. I often study in my bedroom. But sometimes I study in the living room to see my tutor when I have difficulties.” (Reza)

“Sometimes I study at night around 7.00-9.00 P.M after praying isya. Usually, I study with my friends who have the same classes as me at school. So, I can understand the material easier. When my tutor comes to the orphanage, I study with her.” (Riska)

“I study at around 8.00-9.00 P.M with my friends or with my tutor. I only study when I have homework or tests.” (Bela)

“I do not have a routine schedule to study because I do not like reading academic materials. I study to do my homework or when I have examinations.” (Rahmi)

Based on the descriptions, it can be seen that each student has her or his own strategy to manage time in their learning process. But, not all of the students have a commitment to be consistent in learning. Two students demonstrated the

highest commitment to learn (Sule & Sela). Two others were categorized as common students (Reza & Riska). The last two were the lowest in terms of commitment (Bela & Rahmi).

2. Factors Influencing the Development of Self-Regulated Learning Strategies

The data shows that there are three factors influencing the development of self-regulated learning strategies, namely personal factor, behavioral factor, and environmental factor.

a. Personal Factors

The three of the six students demonstrated their personal factor related to their self-regulation in learning. The descriptions were presented as follows:

“I think I can follow the lessons because they are not too difficult, and my teachers at school are very kind. They help us a lot.” (Riska)

“I am not sure I can study the difficult subjects because it is not easy to understand.” (Reza)

“I believe I can get good grades because I study every day and nothing is impossible when we work hard.” (Sule)

As can be seen in the descriptions above, the students have different characteristics. Riska is such a quite optimistic student. She believed that she could follow the lesson due to the kindness of her teachers. Similar to Riska, Sule is an optimistic student. He believed in his ability. He strongly believed that he could get good grades as a result of his hard work. Meanwhile, Reza is a kind of pessimistic, unconfident and effortless student. He stated that he was not sure about mastering the difficult subjects because it was not easy to understand.

b. Behavioral Factors

The findings of the factor according to the interviews are presented in the description below.

“I study every day so that I can master the lesson and answer the teacher's questions at school. I always read it over and over and make summaries so it's easy to remember.” (Sule)

“I study and do assignments every day to get a good score and not to get punished by the teacher at school.” (Riska)

“I rarely study because there are not always any assignments from the teacher. I study when I want to study or in the exam.” (Rahmi)

Based on the descriptions above, it can be seen that the students have different behavioral strategy due to the character differences. They learn for some reasons that might have an impact on them if they did not do it. Sule shared his habits in learning strategy. He motivated himself to study so he will be able to master the subject materials and be able to answer teachers' questions at school. Then Riska stated she studied and did the assignment to get good grades and avoided teachers' punishment. Meanwhile, Rahmi shared her behaviorism through her statements. It showed that she unmotivated to

study because she did not have any assignments from the teacher and she would study only during tests.

c. Environmental Factors

The finding of the factors according to the interviews are presented in the description below.

“I like to study in my bedroom, because the situation is quiet and my room is neat and clean. So, I can focus on my studies. But sometimes, when I have difficulties in studying, I study with my friends or my tutor. They support me a lot. Sharing with them really helped me solve my learning problems and encouraged me to study harder.” (Sela)

“I usually study around 7.00-9.00 P.M and when there are no events at the orphanage. Sometimes in certain times, we have to go outside due to the event's invitations. So, I did not study at that time.” (Reza)

“There are so many students who are living at the orphanage. The situation everyday is noisy. My friends often bother people who are studying. Since I do not like studying, I often spend more time playing with friends than studying. Beside that, I have an epithet as “Oneng” because I got the last rank in the class. They often laughed at me when I answered the teacher's questions incorrectly. So, it's unmotivated for me to study hard.” (Bela)

Based on the description above, it is clear that students have different criteria in creating their learning environment. This factor can support or interfere with the development of students' learning regulation. Sela said that the noisy environment, dirty places, and friends' interference are really ruining her focus on studying. Reza shared his learning experience related to environmental factors by stating that he studied when there were no event invitations. So, it showed that the environment shaped Reza's behavior in learning. Meanwhile, Bela explained that the noisy environment, friends' disturbances, and teasing from friends made her unmotivated to study.

Self-regulated learning strategies used by secondary school students in orphanages

The findings revealed that there are three aspects in activating SRL including metacognitive, motivational, and behavioral aspects that cannot be separated but are interrelated with each other. For example in metacognitive skills, such as goal setting and self-monitoring strategies, the students showed different learning habits. Based on the data gathered, a student who has a high level of self-regulation (Sela) has a more organized learning strategy than students who have an average or low level of self-regulation. She is accustomed to implementing structured learning patterns every day such as choosing subjects to study, summarizing and doing exercises. It can help students to develop and implement effective motivational strategies. Whereas low self-regulation student (Rahmi) showed that she tends not to have a special strategy in learning because for her learning is reading, while she does not like reading.

Similarly, motivational strategies, such as setting realistic goals and rewarding oneself for progress, can help students to maintain their focus and persevere in the face of challenges. The findings showed that both intrinsic and extrinsic motivations influenced the students' learning behavior. Reza and Sule have internal motivation that influences their behavior in learning. Reza only studies subjects that are easy and fun for

him such as sports, especially football, because he aspires to become a football player. While Sule has internal motivation in learning to realize his goal of becoming a teacher. Support from caregivers, mentors and friends makes him more confident to reach his goal as a teacher. Puspasari & Rahmawati (2023) assure that family environment partially and simultaneously affect the interest in career decision, for instance as a teacher. So Sule is motivated to maintain his commitment to learning and study even harder.

Additionally, behavioral strategies, such as time management and study skills, can help students to implement their metacognitive and motivational strategies effectively. Based on the three categories of SRL, the findings showed different behaviors in learning. they have different learning strategies and commitment levels. Students who have a high level of learning regulation (Sule and Sela) have a high commitment to learning. They tend to be more consistent and have a regular study schedule. They set a goal to complete an assignment within a certain amount of time, they may need to develop time to break down the task into smaller, more manageable steps.

While Reza and Riska do not have a regular study schedule. They do not have a strong commitment to learning as evidenced that they only study sometimes or if there is only homework. As well as Rahmi and Bela. They have a very weak commitment to learning. They tend not to have a study schedule because they do not like to read the lesson material and only study when there is a test.

Factors that may influence the development of self-regulated learning strategies among secondary school students in orphanages

To answer the second research question formulation regarding the factors influence the development of SRL strategies among orphanage secondary students, the results showed there are three factors such as personal, behavioral, and environmental factors. These factors interact with each other in complex ways. For example, a student's personal characteristics, such as his or her belief and learning style, can influence his/her behavioral choices and their response to the environment. In this case, students showed different characters in believing their abilities are related to the achievement of their learning outcomes. For example, Sule and Riska have an optimistic character in achieving their learning goals. This belief forms a more systematic and consistent learning behavior, whereas Reza is pessimistic in believing in his learning success. So, he tends to have a low commitment to learning and does not have a regular study schedule.

Similarly, the environment can influence a student's personal characteristics and his /her behavioral choices. For example, a student who is constantly exposed to negative epithet about his/her abilities may develop low self-efficacy and a negative attitude towards learning. Rahmi has shared that she has an epithet as "Oneng" since she got the last rank at school. This situation makes her feel unmotivated to learn. In additional, Sela stated that she likes to study in a clean and quiet place, so she can focus on her study. This condition makes her feel comfortable and encourage her to study consistently. It can be concluded that the environment and people's teasing affect the student's learning behavior.

Meanwhile, behavioral choices can influence both personal characteristics and the environment. Sule chooses to study hard and set high goals for himself. So, it develops a positive attitude towards learning and a high sense of self-efficacy. On the other hand, Rahmi chooses to avoid challenging tasks and set low goals for herself. It is more likely to develop a negative attitude towards learning and a low sense of self-efficacy.

CONCLUSION

This study aimed to answer the research questions; the SRL strategies used and the factors influence the development of SRL strategies among the secondary students in Panti Asuhan Bahagia Sampit. At Panti Asuhan Bahagia Sampit, there were six participants who shared their learning experiences. In three categories that the writers made, namely low self-regulation skills, average self-regulation skills and high self-regulation skills gave the different results. It showed that highly self-regulating students are academically more successful than those students with low self-regulation skills or those who lack regulation in their learning. Students who have high self-regulation skills get used to setting their learning goals, learning the materials and doing the task consistently, doing the evaluation by themselves or with their peers and doing the reflection of their learning. Besides that, they have internal motivation that encourages them to be regulated students. They have a model or figures who they have in mind. Whereas the students who have average self-regulation and low self-regulation, they tend to give up more easily when they find a difficult assignment or a subject they do not like. They set learning goals but they did not do it consistently due to several factors such as being easily influenced by friends' distraction, noisy environment, and teasing from friends made her unmotivated to study.

SRL is a crucial factor in achieving students' academics. It is proven that self-regulated learning is an important aspect in students' learning process because it helps the students to improve academic achievement, increase motivation and engagement, improve self-awareness and metacognitive skills, and better preparation for lifelong learning. It is a complex phenomenon because the students have to be able to understand and manage their behaviors and reactions to feelings and things happening around them. It includes being able to regulate reactions to strong emotions like frustration, excitement, anger and embarrassment, focus on a task, and refocus attention on a new task. Since this study has limitations in sampling of methods and scopes, more study is needed to explore the connection between self-regulation and students' academic achievement in broader participants and in the different disciplines. The writers suggest that there will be more study on orphanage children so that they can be a priority in getting attention and education that can improve the learning system in the orphanage, increase their self-confidence and improve the quality of their education.

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