The Role of the Undergraduate Students' Self-regulation s and its Influence to their Academic Achievements

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Abstract

The aim of the research is to study about the academic self-regulation of undergraduate students and it's influence to their academic achievement. Furthermore, the research is also leaded to verify the research findings about the impact of self-regulation of the graduate students to their academic achievements. Therefore, it can give reliable information about students' self-regulation and it relations with academic achievement at university. The participants of the research are 81 students who are selected purposely. Qualitative method is used in this research, in which, the method leads the process of inquiring and discovering any aspects related to the student academic self-regulation . The research reveals that the undergraduate students are able to manage their academic self-regulation . The ability are reflected in: (1) planning their study goal, (2) managing their behavior in order to achieve their study goal, and (3) the academic achievements of the undergraduate students, in which, they achieve their study goal well. The research result tells the same with the results of the research on self-regulation of the graduate students and it impact to their academic achievements. Therefore, it verifies the previous research result about students academic self-regulation at university.

Keywords: *Self-regulation , undergraduate students, academic achievement, qualitative method*

Introduction

An important goal of the higher educational system are to have student learn how to school and social rules, as well as, the needs of others. All of these are strategics in relation to achieve their learning and academic success. All of them are called academic self-regulation .

The undergraduate students are young adult people who usually past through self-system growth development. Neugarten, More and Lowe, state that most of adults have strong feeling about the time in life when certain activities are consider acceptable ((Papalia & Old Wendkos , 1989:320). Therefore, they are keenly aware of their timing and themselves as early, late or on time in any kind activities that have to done be by them, such married, have children or accompalish their study as well as to continue their study at higher level.

The explanation above is the conditions which normally happened a long with the young adult people development. However, empirical facts often say differently. Observations which are done by the researcher, who has been acting as faculty member of under grade and graduate programs for more than thirteen years untill the present,prior this study , tells differently. Not all students are able to regulate their selves, especially, to regulate their selves to do the activities which deals with academic or it can be called

academic regulation, either in master's programs or in doctoral programs (pre observation by Martini Jamaris, 2015). The pre observation results which have been described previously drive the researcher to do research deals with the undergraduate student's self-regulation and it's influence to their academic achievement.

The academic self-regulation can identified by learning activities which are done by the students. The undergraduate students often show behavior related to lack of self-regulation . It can be seen from their overt behavior during class room interaction, their paper , their paper presentation, their mid semester test answers and semester test answers or their case study report(pre-observation by Martini Jamaris, 2015).

Looking across some studies done by some researchers, among of them are Hiller (1970: 351) and Hiller, Fwasher and Kaess (1969) in Hller (1970:351) who describe that vagueness is constructed by lack of experience. Furthermore, vagueness is a psychological process which refers to emotional state of the person who has not adapted yet their selves well to their environment. Based on the resume of the research result concerning learning achievement. Therefore, it can be concluded that state of emotion play important role to the success of the student, academically or socially,or in other words they will faced some learning problems. For example, burnout is the students' common reason to

leave school before earning their degrees (Santrock, 1997 :420).

The adult years hold great potential for intellectual, emotional and even physical development. Important advances occur during young adulthood (20-40 years) throughout middle adult age (40-60 years) (Papalia & Old Wendkos, 1995:410) However, some students report that they feel burnout, it means that they are feeling brought on work-related stress.

An important goal of the educational system is to have students learn how to school and social rules and the needs of others, and that is strategic in relation to their learning and academic success. The same self-regulatory skills underlie social/behavioral self-regulation (e.g., strategic reading, effective studying, taking responsibility for academic success).school and social rules and the needs of others, and that is also strategic in relation to their learning and academic success. The same self-regulatory skills underlie social/behavioral self-regulation.

The undergraduate students are adult people who usually past through self-system growth development. Most of adults have strong feeling about the time in life when certain activities are consider acceptable (Neugarten,Moore & Lowe, 1965) in Papalia & Old Wendkos (1989:320) Therefore, they are keenly aware of their timing and themselves as early, late or on time in any kind activities that have to done by them, such as, accomplish their study or to continue their study at higher level.

The explanations above are the conditions which normally happened a long with adult people development. However, empirical fact often say differently.

Observations which has been done by the researcher, who is one of the faculty member of undergraduate programs for more than thirteen years, study tells differently. Not all graduate students are able to regulate their selves, especially, to regulate their selves to do the activities which deal with academic or it can be called academic regulation, either in undergraduate program, master's programs or in doctoral programs (Martini Jamaris, 2016).

The academic self-regulation can identified by learning activities which are done by the graduate students. The undergraduate students who are lack of self-regulation can be seen from their overt behavior during class room interaction, their papers , their paper presentations, their mid semester test answers and semester test answers or their case study report (Martini Jamaris (2015).

Looking across some studies done some researchers, among of them are done by Hiller (1970:351) and Hiller, Fwasher and Kaess (1969) in Hiller (1970:351) who described that vagueness are constructed by lack of experience. Furthermore, vagueness is a psychological process which refers to emotional state of the person who has not been adapted yet them selves well to their environment. Based on the resume of the research result concerning learning achievement state of emotion play important role to the success of the student, academically or socially, in another words they will faced some learning problems. Burnout is the student's common reason to leave school before earning their degrees (Santrock, 1997: 420).

The adult years hold great potential for intellectual, emotional and even physical development. Important advances occur during young adulthood (20-40 years) through out middle adult age (40-60 years) (Papalia & Olds Wendkos, 1995:410). However, some students reported that they feel burnout, it means that their, feeling brought on by relentless, work-related stress. However, Martini Jamaris' research findings (IJMRD, Volume3, Issue 5, May 2016) say differently. The finding states that the graduate students are able to regulate their selves well. Therefore, the research is also aimed is to verify the research findings about the impact of self-regulation of the graduate students to their academic achievements. Consequently, it can give reliable information about self-regulation and it relations with academic achievement in university.

Research Questions

Judging from the empirical facts which have been described above, it is necessary to do some studies deal with students' academic self-regulation because this ability is a tool used in coping with various problems, some of them are academic problems which are usually faced by undergraduate program students. Therefore, the aim of the research are : (1) to find out the role of the undergraduate students' self-regulation s and its influence to their academic achievements, (2) to verify the research findings about the impact of self-regulation of the graduate students to their academic achievements. Consequently, it can give reliable information about self-regulation and it relations with academic achievement in university.

Based on the aims of the research, the research questions are focused on academic self-regulation of graduate program students and it's relationship with their learning achievement, as followed:

1. Do the undergraduate students have abilities in planning study goals setting ? which are involved : (a) Do the students plans to achieve their study goals ? (2) Do the students decide the strategy to achieve their planed study goals ? (3) Are the students' study goals have future aspiration ?
2. How well undergraduate students' academic achievements, which involved: (a) How well their achievements in doing paper ? (a) How well their ' achievement in presenting their paper in class seminar ? (c). How well their achievement in doing their mid semester test? (d) How well their achievement in doing semester ? : (1) How well their study achievement ? (2). Are they are making plans to achieve their study goals ?

3. Is the result of self-regulation research in undergraduate level can verify the result of the related research which done at graduate level ?

Based on the research questions which have been formulated previously, therefore, in general this research are intended at: (1) getting any empirical facts concerning to the role of academic self-regulation of the undergraduate students, (2) diging up any empirical facts related to the study achievements of the undergraduate students, (3) analyzing the relationship of the undergraduate students academic self-system with their study achievements. Furthermore, the results of the research give some benefits, among them are as followed : (1) to give rich information about self-system profile of undergraduate students, (2) to give rich information about the undergraduate students' learning achievement, (3) to give rich information about the relation between the undergraduate students self-system profile with their learning achievement, (4) to give some guidelines for people who want to do any effort in motivating and directing activities studies of the undergraduate students

Theories Cross Analysis

Self-regulation

Self-regulation is crucial aspect of human development, it is because if a person does not able to control her/his own behavior meaning that she/he is the person without self-regulation ability. The ability of self regulation can be seen by overt behaviors which are showed by a person. For example direct her-self to avoid something that she must avoid or waiting patiently for something that she must wait for, etc,. Those are the examples of positive self-regulation . In another way she/he will be constantly ruin her/his own self, or avoid to act something adaptable to the environment condition around her/him. These are the examples of the negative self-regulation .

   Self-regulation or self control indicates that a person understand what demand are made by her/his surrounding world, meaning that she/he realize what behaviors have to be carried out in order to meet the demand. Self-regulation which including academic self-regulation is refers to self-instruction, self-monitoring, and self-reinforcement.

   Looking across some theories about self system, it can be identified that self-regulation , in which, involves academic self-regulation as one of components of self system. Harter (1983) which is cited by Nucci Lary (2011 tigger.uic.edu /~lnucci/ MoralEd/articles/ nuccipromwase.html) described that self-system consists of three components, the first is self knowledge which also known as self awareness, the second is self evaluation, and the third is self-regulation .

   Self-regulation is involved self-evaluation, it is the process through which a person seeks to understand and assess the value of its own competences. Self evaluation refers to self esteem or self worth. In this case, a person comperes her/his real self and her/his ideal self and judges her/his self how well she/he measures up to the social standards and expectations. Furthermore, Harter's research 1990 which cited by Vasta, Heith and Miller (1990:488) suggests that self-esteem comes from two major sources : how competent a person thinks about her/his self in various aspects of live and how much social support she/he receives from other people. Therefore, self evaluation concerns with competences in which in result from a combination of what a person wants to achieve and how confident she/he feels about. Ylvwasaker (2007)) explained that self-regulation sometimes refered to as executive functioning, develops very gradually in children, beginning in infancy and continuing through the adolescent years The development of self-regulation is positively influenced by:

- Neurologic maturation, especially development of the frontal lobes of the brain.
- Stability, organization, and predictability in the home environment.
- Reasonable emotional attachment of children to important adults in their life.
- Adequate opportunities for children to exercwase control over events in their life.
- A parenting style that steers between the extremes of permissiveness (at one end) and an overly authoritarian and controlling style (at the other end). Many people call this middle ground an "authoritative/responsive" style of parenting.
- An environment that models, values, and rewards self-regulation, autonomy, and personal responsibility.
- Reasonably effective development of language, for communication as well as for problem-solving and self-regulatory self-talk.
- Positive adult-child interactions that include the regulatory words, procedures, and themes that will eventually be internalized by children to become their internal self-regulatory system. Adult interaction with children, if well conceived and frequently repeated, ultimately becomes appropriated by the children as an internal self-regulation system (see below). Adult words, if well selected and used on the right occasions, become the child's self-regulatory thoughts.

Along with social interaction, self-regulation growth and it can be identified in the form of various behaviors (Vasta, Heith and Miller:488-499). Expand understanding about her/his self to reflect other people perceptions, needs and expectation\in order to accepted as friend or a team member:

- Expand understanding about how society works, such as complex relationships, roles, rules.

- Develop behavioral standards both personally satisfying and accepted in society
- Manage her/his own behavior in order to follow both her/his personal and social standards

Looking at Ylvwasaker's description(1999:2) about self-regulation , it can be identify that self-regulation refers to ability of an individual in doing some aspects as followed :

- Understanding of their own abilities and needs
- Setting reasonable goals for their-selves
- Making plans to achieve their goals
- Organizing their behavior, their thinking, and their talking.
- Monitoring impulses; acting - impulsively
- Initiating needed activities or strategies at the right time
- Monitoring their own performance and evaluating it in relation to their goals
- Thinking and acting strategically in relation to their goals; difficulty solving problems in an organized manner
- Learning from consequences
- Learning a skill in one setting or context and transferring it to another
- Shifting flexibly from one activity to another, from one thought to another, or from one strategy to another

Learning Achievement

Learning refers to change in behavior, which reflects a gain of knowledge, understanding, or skill achieved through experience, which may include study, observation, or practice, as well as problem solving. Furthermore, change of behavior is observable and measurable. Action of learning usually have some objectives, the objective should be achieved by a person who involves in the process of learning.

Cognitivism views learning as the result of individual's effort in making meaning of her/his experiences dealing with environment (Martini Jamaris:2010:127). Therefore, learning is a process which involves an individual actively. The action of learning can be seen by the ways of an individual in thinking to solve problems. Cognitivims beliefs that reinforcement has an important role in learning, however, it's implementation is different from behaviorism which is used reinforcement as strengthen factors and feedback factors, on another side cognivims uses reinforcement as feedback.

Piaget one of prominent cognitive experts, which cited by Martini Jamaris (2010:127) views learners as active thinkers in making and constructing their own knowledge through various activities in trying make sense any relationships among ideas and objects. Furthermore, Bruner as one of constructivist who cited by Martini

Jamaris (2010:127) describes that learning is an active process in which an individual constructs his/her ideas and various concepts and it is developed based on knowledge structures or schemata which have been passed by the individual. Learning as an active process is seen through various activities such as propose hypothesis was and making some decisions in solving problems (Martini Jamarwas, 2010: 128)

Learning achievement refers to how far a person able to achieve the learning objective, sometimes, a person is able to achieve the entire learning objectives, sometimes the objective of learning is unaccomplished by a person who involves in the process of learning, and this condition is called under learning achievement.

Learning achievement has close relationship with self-regulation, in which, self-regulation leads learning objectives and learning activities. Therefore, in order to become life-long learners, students need to learn the importance of regulation in directing learning. Among various things that can be done are by filling out questionnaire of self-regulation forms, making journal of self-regulation about learning effort, taking tests, writing. revisions of work, asking questions through discussion. By doing all kinds of activities students will know their own self, recognize their strength and weaknesses. Consequently, they try to find the way to maintain their strength and find solutions to overcome their weaknesses. All of the efforts need the ability to direct and monitor self in doing all activities in studying, , which is called self-regulation . Moreover, they become more familiar with their own self : their belief, their misconception, their competence and various obstacles that have to be solves.

Academic Self-regulation and Academic Achievement

The term self-regulated can be used to describe learning that is guided by metacognition (thinking about one's thinking), *strategic action* (planning, monitoring, and evaluating personal progress against a standard), and *motivation to learn* (Butler & Winne, 1995 ; Winne & Perry, 2000; Perry, Phillips, & Hutchinson, 2006; Zimmerman, 1990; Boekaerts & Corno, 2005). In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to fixed views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control (Dweck & Leggett, 1988 : 256-273). Finally, students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry & Hutchinson., 2006 : 237-254). In part, these characteristics may help to explain why self-regulated learners usually exhibit a high

sense of self-efficacy (Pintrich & Schunk, 2002:544-555. In the educational psychology literature, researchers have linked these characteristics to success in and beyond school (Pintrich, 2000: 544-555) Winne & Perry, (2000 :531-536).

Most of self-regulation theories view learning as multi-dimensional process involving personal (cognitive and emotional), behavioral and contextual component. For academic skill to be mastered, learners must behaviorally apply cognitive strategies to a task within a contextual

Academic self-regulation is not a mental ability, such as, intelligence or academic skills, such as, reading profiency, it is the self directive process through with learner's train their mental abilities into academic skills. Self- regulation theories view learning as an open-ended process that requires cyclical activity on the part of learners that occurs in three mayors' phases.(Schunk& Zimmerman'1988:3 The first phase is forethought refers to influential process and belief that precede efforts to learn and set the stage for such learning. The second phase of self regulatory is performance and volitional control, which involve processes that occur during learning efforts and affect or influence concentration and performance. The third phase is self reflection which involves process that occurs after learning efforts and influences a learner reaction to that experience.

Table 1: Cyclical Phases and Sub phases of Self-regulation

Cyclical Self-regulation Phases		
Forethought	Performance	Self Reflection
Goal Setting	Attention focusing	Self evaluation
Strategic planning	Self instruction	Attribution
Self beliefs	Self monitoring	Self reaction
Goal orientation intrinsic interest		Adaptation

Source: Dale H. Schunk and Bary J. Zimmerman, 1998. *Regulated Learning .From*

Teaching to Self-Reflective Practice. New York: The Guilford Press. p. 3

Forethought phase of self-regulation of the learners influences the effectiveness of the performance or volitional affect process used during the self-reflection phase.

Research Method

Because the research is curious to analyze about the academic self-regulation of graduate students who can be called as adult learners and it's relationship with their study achievements, therefore, the results of data analysis are aimed at   uncovering hidden power of self-regulation and it relationship with academic achievements of the graduate students which are leaded at providing good illustrations in the form of narrative description as well as substantive theories in accordance

to the data analysis . Consequently, the research method used is inquiry research or qualitative research.

The qualitative research used in the   study is postmodern etnography. In this case, the researchers concern their-selves with uncovering and untangling hidden power and domination with relationship to knowledge Maher & Terteaulet as cited by Glesne Corrine & Peshkin Allan   (1988:10-11), especially, knowledge of self-regulation and academic achievement. Therefore, the inquiry research are focused on   the hidden power and domination of the graduate students' self-regulation with relationship to knowledge of their academic achievement. The research is conducted in a state university in Jakarta. This research is done about six months or during the second semester of the academic year of 2015- 2016

Research Procedures

Like other qualitative methods, concentration of the researcher   and crystallization of empirical facts into research data are involves in a period of prolonged and recursive engagement with   participants observation, indeep interviews and the text or all documents related to the research focus . Therefore, beside long duration of time used in collecting data, the researcher also applying data triangulation, in order to fill the requirement of the data trustworthiness .

Based on the requirement of the qualitative research, the research   steps are involved   of the following steps , as described below.

Site Selection

Looking across of some relevant literatures, no definite guiding of rules which can be used for selecting qualitative research site.   In accordance to that statement, the research site is selected by the researcher. The site of the research is located in a state university. The rationale to decide the research location is because the university has students with heterogeneous back grounds and they come form almost all provinces in Indonesia. The research participants or data resources are 81 undergraduate students of   the school of education of State University of Jakarta who enrolled in class of research methodology in the second semester of academic year of 2015-2016 who participate the research based their willingness / voluntarily.

Deciding Research Focus

The research focus is based on the researcher's personal interest, in which, the interest is constructed based on the theoretical interest and the empirical facts prior of the research. The empirical facts are   collected by researcher through observation prior the study. As well as, the research findings of Martini Jamaris about self-regulation (IJMRD, Volume3, Issue 5, May 2016)

Based on the reasons above, it is decided to do study academic self-regulation and study achievement of students, particularly academic self-regulation of undergraduate students and it's relationship with their study achievements. The interest is based on the empirical facts which observed by the researcher, in which, the facts lead the researcher to have an assumption that academic self-regulation have an important role in the effort of the graduate students to have good achievements in studying. In order to prove the researcher assumption, it is necessary to do research related to the empirical facts which mentioned before.

The researcher decision in choosing the research focus is supported by Spradley (1980:105) who proposed criteria for selecting research focus, one of them is based the personal interest.

Getting Access

Access in doing research at the undergraduate programs is based on the official letters of teaching assignment for the researcher to teach at the undergraduate programs, in which, the researcher is the lecturer of the undergraduate programs concerned. Furthermore, it does not break the regulation of the university because of the lectures, the researcher has responsibility to improve the instructional quality, among them is do research aimed to improve the quality of instructions

Approach to Data Collection

Identifying the empirical facts is a useful approach for researching the under graduate students' self-regulation and it's relationship with their academic achievement. All the results of the empirical facts are aimed at having rich information about the research focus. For filling up the research purposes and in order to have rich data resources, the graduate students are asked to write about their-selves. The writing of their-selves descriptions, their- selves regulations and their-selves evaluations and their learning achievements. Consequently, the research data are characterized by "open-edit" flexibility description about the graduate students' academic self-regulation and it relationship with their academic achievements that leads to descriptive categories of their academic self-regulation and their academic achievements.

A three-stage process of data analysis are conducted. First, thematic analyis of all participants' writings when examining students' unstructured written reflections them selves' regulation. Second, within-participant overt behaviors" thematics analysis which consisted of identification of common themes of overt behavior within each type of self-regulation . Third, across-participant analysis included identifying common themes across all graduate students self-regulation who participated in this study. Finally, the analyzing all of graduate students' academic self-regulation and it relationship with their academic achievements.

Data Analysis

As mention in the above description, in which, the data of the qualitative research is compressed and shape up into some suitable categories. Therefore, the activities in analyzing data leads to find out some categories which is related to academic self-regulation of the undergraduate students. To do the process of data analysis the researcher apply the qualitative data analysis which developed by Spadley (1988: 96) and modified by the researcher (IJMRD, Volume3, Issue 5, May 2016), as shown in the following table

Table 3: Martini Jamaris Qualitative Data Analysis Model

Included Term	Semantic Relation	Cover Term
To adapt my self to the demands of global era	Is a kind of	Future aspiration study goals
To manage myself to achieve my study goals are to overview the syllabus and to make study groups for preparing paper presentation	Is a kind of	Academic self-regulation

Research Finding

Undergraduate Students' Abilities in Planning Study Goals Setting

In accordance to the qualitative research, the instrument used for collecting data is the researcher her-self. In order to have rich data and rich description of the data, field-notes are developed by the researcher and the field-notes are used in collecting data of the research. By using field notes the researcher is able to record the empirical facts, such as statements, conversation, and any events which are existing during participant observation, in-depth interview and document analysis, especially, concerning to the undergraduate students' abilities in planning their study goals setting

Below are the examples of the data related with the students' statements concerning their plan about their study goals which are collected during participant observations which are recorded in field notes

" My decision to continue my study in undergraduate program is based on my need to prepare myself , because in global era I am required to adapt myself to the demands of global era**"**

" I study in undergraduate program is because I want to be better in my future, as a young man I am required to improve my knowledge and skills. One of the efforts which can be done to enrolled in this program. Hopefully I can adapt myself to need of my professional demands which always develop along with the change in society, especially in globalization.

"I have no spesific goals in study because I am a housewife and a mother of two children, however ,I hope by studying I can improve to my role as a mother in educating and nurturing my children. Therefore, I can help them to pass through their golden period which is very important for their future development"

All the interview results lead to the evidences that the undergraduate students are able to regulate their selves toward their study goals.

The next examples are data concerning with in-depth interview which done by the researcher

Researcher: How do you manage to achieve all your study plan efficiently and effectively?

Students 1: First, I have arrive at campus on time, although my house is far from campus.

I live in Bogor and in order to come on time. I leave my house for campus at 5.30 in the morning. Therefore, I will use my time effectively and efficiently.

Student 2: I live in a rent room in a house near to campus, so that, will manage my time efficiently and effectively. Therefore, it will more easily for me to arrange any study activities.

The results of in depth interview also prove that the undergraduate students abilities to manage their problems which related their study goals.

Table 2 Field Notes, Researcher Reflection and Cover Terms Lead to Undergraduate Students' Self-regulation Abilities

Field Notes: Statement of Research Participants	Researcher Reflections	Cover Terms
" My decision to continue my study at undergraduat program is based on my need to enlarge my knowledge and skills, because in global era I am required to adapt my self to the demands of global era	The statement contains future aspiration, the evidence supported are statements as followed : " need to enlarge knowledge and skill" " in order to adapt myself to the demand of the global era"	Future aspiration
" I think, a few ways which can be done in order to manage myself to achieve my study goals are to overview the syllabus and to make study groups for preparing paper presentation "	The statement contains strategic thinking in relation with achieving study goals as followed " a few ways which can be done in order to manage myself to achieve my study goals were to overview silabus, to make study group."	Strategic thinking in order to achieve the study goals

Based on the research data which are presented in table 2, it can be analyze that the undergraduate students are able to regulate their selves to their academic goals. In order to have comprehensive field notes, the researcher also used recorder to record all data related to the in-depth interview and camera which used to record srudents over behaviors, as well as all documents needed by the research data collections.

Undergraduate Students' Self-regulation and Their Academic Achievements

The description of research's results are arranged in accordance to the research focus which is elaborated through the research specific objectives. The descriptions are presented in the form of explanations along with the analysis of the meaning contain in the research results.

All the data analysis concerning to the undergraduate students academic self-regulation are immerse in the form of rich description and display in the form the following table 4.

The findings of this research reveal the profile of the undergraduate students' self-regulation and their academic achievements, in which, all the students achieve their study goal successfully. even tough, their achievements range from satisfaction, very satisfaction to excellent. Based on the above table, it can be analyze that undergraduates 'self-regulation have important role to get their success in achieving academic goals.

The research results about undergraduate students' self-regulation verify the research results of graduate students self-regulation (Martini Jamaris, IJMRD, Volume 3, Issue 5, June 2016, page 242-249) in which, the both research results come out with the same decision that the two kinds of students are able to regulate their selves, consequently, they achieve their study goals well.

Table 4 Academic Achievement Profile of the Under Graduate Students

Category of Academic Achievement	Paper		Mid Semester		Semester	
	Amt	%	Amt	%	Amt	%
Excellent	41	50,62	43	53,09	60	27,16
Very Satisfaction	36	44,44	33	40,74	37	14,81
Satisfaction	4	4.94	5	6,17	4	48,15
Total	81	100,00	81	100,00	81	100,00

Discussion

The qualitative research finding of the academic self-regulation of the under graduate students which are describe in the previous pages portray that undergraduate student, have positive academic self-regulation . Meaning that they are able to manage them-

selves to cope with anything deal with academic self-regulation ., in which , starting from : (1) making plan of their study goals, in which, they are able to formulate their study goals and link up the goals with the future aspiration, they are able to estimate the time to accomplish their study based on their personal background, they are able to think strategically in achieving their study goals ; (2) making self-evaluations, in which, it consists of their strength and their weakness; (3) showing their positive overt behaviors, in which, they are able to manage their impulse in class interaction, they are able to think and act strategically connect them to their effort to achieve their study goals, they are able to solve problems in organized manners, they are able to learn from consequences.

Since the undergraduate student are adult learners, the research finding of the inquiry research prove and enhance the theories about adult learners. Malcolm Knowles, a pioneer in the study of adult learning who cited by Peterson (2011) observed that adults learners best when: (1) they understand why something is important to know or to do, (2) they have the freedom to learn in their own way (3) they learn from experience (4) they select the right time to study.

Beside proven   theories about adult learners, the research finding are also prove that the undergraduate students have positive self-regulation . It means that the undergraduate students are focus on the process of achieving their academic achievement by doing various academic activities, starting from planning their academic goals, evaluating their-selves, which involves evaluate their strength and their weakness, and implementing of their planning by doing any positives efforts to achieve their study goals.

The finding of this qualitative research are also matched to the related research result which done on the graduate students (Martini Jamaris, 2016, IJMRD, Vol 3. Issue 5, May 2016, 242-249.). Furthermore, Eccles & Wigfields (2002 an Zimmerman (2000) research findings as cited by McGrew (2008), in which, they stated that self-regulated students possess 3 major characteristics and employ 3 major processes. Self- regulated students typically use a variety of self- regulated strategies, believe they can perform well (positive self- efficacy), and set multiple and varying personal goals. Furthermore, "self-regulated learners engage in three important processes: self- observation (monitoring of one's activities); self-judgment (evaluation of how well one's own performance compares to a standard or to the performance of others); and self- reactions (reactions to performance outcomes). A long with Eccles & Wigfileds (2002) and Zimmerman (2000) , Golwitze (1996) as cited by McGraw(208, in which, he stated that self-regulated characterized by volitional controls reference conscientiousness and self-regulation and the student's "state in planning for and during the action, and the controls used to sustain the intention.

Looking across the research findings and various theories, as well as, various experts of self-regulation , it can also be concluded that the undergraduate students avoid negative self-regulation . It means they avoid to focus on the performance without any efforts which have to be done in order to achieve their goals, especially their academic goals.

The research finding which are described above are matched with Baumeister and Vohs (2007) who explained that self-regulation means change , especially change to bring behavior into line with some standard such as an ideal or goals. Furthermore, Martini Jamaris' research findings (IJMRD, Volume3, Issue 5, May 2016) finding states that the graduate students are able to regulate their selves well. Therefore, the both research findings give reliable information about self-regulation and it relations with academic achievement at university.

Conclusion

Based the research findings which have been described previously, it can be concluded that the undergraduate students either the students of The undergraduate Program are able to regulate theirselves , especially, to regulate their academic self-regulation . The used of qualitative method which leads the process of inquiring and discovering any aspects related to the students' academic self-regulation , which involve a three-stage process of data analysis in order to get accurate research results. .First, thematic analysis of all participants' writings when examining students' unstructured written reflections of their selves' regulation. Second, within-participants overt behaviors" thematics analysis which consisted of identification of common themes of overt behavior within each type of self-regulation ". Third, across-participants analysis included identifying common themes across all graduate students self regulation who participate this study. All the qualitative research process leads to accurate research findings, in which, all the research findings come out as the results of the careful qualitative data analysis, Therefore, it is strongly recommended to use qualitative method in studying any kinds of self-regulation .

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