

## **The impacts of the graduate students' self-evaluations to their academic achievements**

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### **Abstract**

The aim of the research is to study about the academic self-regulation of the graduate students. In order to have accurate data, therefore, qualitative method is used in the research, in which, the method leads the process of inquiring and discovering any aspects related to the students academic self regulation. A three-stage process of data analysis are conducted 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 student's self-regulation who participate this study. Finally, the analyzing all of graduate students' academic self-regulation and it relationship with their academic achivemenst. The participants of the research are 81 students who are selected purposely. The research reveals that the graduate students are able to do academic self-regulation. The ability are reflected in: (1) planing their study goals, (2) managing their behavior in order to achieve their study goals, and (3) the academic achievements of the graduate students, in which, they achieved their study goals well.

**Keywords:** academic self-regulation, qualitative method, graduate students, reflection, thematic analysis, overt behaviors

### **Introduction**

An important goal of the educational system is 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.

Graduate students are young 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<sup>[1]</sup>. 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 married, have children or accompalish their study, as well as, to continue their study at higher level.

The explanation above are the conditions which normally happend along with the young adult people development. However, empirical facts often say differently. Observations which are done by Jamaris<sup>[2]</sup> 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 graduate 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 doctor's programs<sup>[3]</sup>. This are the reasons underlied this research endeavor.

The academic self-regulation can be identified by learning activities which are done by the graduate students. The graduate students who are lack of self-regulations can be seen from their overt behaviors during class room interactions, their paper, their paper presentations, their mid semester test answers and semester test answers or their case study reports<sup>[4]</sup> Looking across some studies done by some researchers, among of them are Hiller (1970: 351) and Hiller, Fwasher and Kaess (1969) in Hiller<sup>[5]</sup> who described 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 state of emotion play important role to the success of the student, academically or socially, in another words they will faced some learning problems. For example, burnout is the students's common reason to leave school before earning their degrees<sup>[6]</sup>

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). However, some students reported that they feel burnout, it means that they are, feeling brought on by relentless, and work-related stress<sup>[7]</sup>.

An important goal to study is to learn how to school and social rules, as wel as, to know the needs of others. All of them are strategic in relation to the 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.

Graduate 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<sup>[8]</sup>. 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 married, have children or accompalish their study as well as to continue their study at higher level.

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empirical fact often say differently. Observations which has been done by the researcher, who is one of the faculty member of graduate 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 deals with academic or it can be called academic regulation, either in master's programs or in doctoral programs [9].

The academic self-regulation can identified by learning activities which are done by the graduate students. The graduate 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 [10].

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 is 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 their 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 other words they will faced some learning problems. Therefore, burnout is the students'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) throughout 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.

### Research questions

Judging from the empirical facts which have been described above, it is necessary to do some researches concerning to students' academic self-evaluations because this ability is a tool used in coping with various problems, one of them is academic problems which are usually faced by graduate program students. Therefore the research questions are focused at academic self-evaluations of graduate program students and its relationship with their learning achievement, as followed:

1. Do the graduate students have abilities in planning study goals setting? Which 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. What kinds of overt behaviors which indicate the graduate students' abilities in

Monitoring their academic activities in achieving their study golas, as followed:

- (a) Do they monitor their impulses in participating class schedules ? (b) Do the they monitor their impulse in discussion during paper presenation ? (c) Do they think and act strategically in relation to their study goals ? (d) Do they solve their study problems in an organized manner? (e) Do they learn from consequences ? (e) Do they flexibly shifted from one activity to another, from one thought to another, or from one strategy to another.

3. How well the graduate 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 achievemen in doing semester ? : (1) How well their study achievement ? (2). Are they makin plans to achieve their study goals ?

4. Are the graduate students thinking and acting strategically in relation to their study goals? In which involves: (a). Are they solving study problems in an organized manner ? (b) Are the graduate students learning from consequences ? (c) Are the graduate students shifting flexibly from one activity to another, from one thought to another, or from one strategy to another ?

5. How effective academic self-regulations (point 1 to 4) of graduate students in achieving their study goals? : (a) How well their achievements in doing paper ? (b) 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 test ?

Based on the research questions which have been formulated previously, therefore, in general this research are aming at: (1) getting any empirical facts concerning to academic self-regulation of the graduate students, (2) diging up any empirical facts related to to the study achievements of the graduate students, (3) analyzing the relationship of the graduate students academic self-system with their study achievements. Furthermore, the results of the research give some benefits, among them are as followed: (a) to give rinch information about self system profile of graduate students, (b) to give rich information about the graduate students' learning achievement, (c) to give rinch information about the relation between the graduate 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 studies activities of graduate 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/hwas 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 were the examples of positive self-regulation. In another way she/he will be constantly ruin her/his owns selves, or avoid to act something adaptable to the environment codition around her/him. These ae he examples of the negative self-evaluations.

Self-evaluations 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-evaluations which including academic self-evaluations is refers to self-instruction, self-monitoring, and self-reinforcement.

Looking across some theories about self system, it can be identified that self-evaluations, in which, involves academic self-evaluations as one of components of self system. Harter (1983) which is cited by Nucci Lary [10] 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 was self-evaluations.

Self-evaluations 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 compares her/his real self and her/his ideal self and judges her/his self how well she/he measure up to the social standards and expectations. Furthermore, Harter's research 1990 which cited by Vasta, Heith and Miller <sup>[11]</sup> 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 concern with competences, in which, in result from a combination of what a person would like to achieve and how confident she/he feels about.

Ylvwasaker in Demetriou & Kazi <sup>[12]</sup> explained that self-evaluations sometimes referred 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 exercise 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-evaluations growth and it can be identified in the form of various behaviors <sup>[13]</sup>. 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 <sup>[14]</sup> about self-evaluations, it can be identify that self-evaluations refers to ability of an individual in doing some aspect as followed :

- Understanding of their own abilities and needs
- Setting reasonable goals for themselves

- 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 was 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.

From cognitive point of view <sup>[15]</sup> learning is the result of individual's effort in making meaning of her/his experiences dealing with environment. Therefore, learning is a process which involved an individual actively. The action of learning can be seen by the ways of an individual in thinking to solve problems. Cognitivism beliefs that reinforcement has an important role in learning. However, in its implementation is different from behaviorism which used reinforcement strengthen factors and feedback factor, on another side cognitivism uses reinforcement as feedback.

Piaget one of prominent cognitive experts <sup>[16]</sup> 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 Jamaris <sup>[17]</sup> describes that learning was an active process in which an individual construct 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 hypotheses and making some decisions in solving problems <sup>[18]</sup>.

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

Learning achievement has close relationship with self-evaluations, in which, self-evaluations leads learning objectives and learning activities. Therefore, in order to become lifelong learners, students need to learn the importance of regulation in directing learning. Among various thing that can be done are by filling out questionnaire of self-regulation forms, making journal of self-evaluations about learning effort, taking tests, writing, revisitions of work, asking questions through discussions. 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-evaluations. 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-evaluations 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 McGraw [19]. 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. 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 them

the academic success. In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy

Most of self-evaluations theories view learning as multidimensional 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-evaluations is not a mental ability, such as, intelligence or academic skills, such as, reading proficiency, it is the self directive process through with learner’s trantheir 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 [20]. 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-evaluations of the learners influencesd 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-evaluations of graduate students who can be called as adult learners and its relationship with their study achievements, therefore, the results of data analys are aimed at uncovering hidden power of self-evaluations and it relationship with academic achievements of the gradutae students which are leaded at providing good illustrations in the form of narative 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 ethnography. 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 [21] especially, knowledge of self-evaluations and academic achievement. Therefore, the inquiry research are focused on the hidden power and domination of the graduate students’ self-evaluations 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 2014- 2015

**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 obervation, 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.

**1. Site Selection**

Looking accross of some relevant literatures, no definite guiding ltwast 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 graduate students who participate the research based their willingness / voluntarily.

**2. Deciding Research Focus**

The research focus is based on the researcher’s personal interst, 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.

Based on the reasons above, it is decided to do study academic self-evaluations and study achievement of students, particularly academic self-evaluations of graduate students and it 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-evaluations 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 [22] who proposed criteria for selecting research focus, one of them is based the personal interest.

**3. Getting Access**

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

**4. Approach to Data Collection**

Identifying the empirical facts is a useful approach for researching the graduate students’ self-evaluations and it 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 them-selves’s descriptions, their selves regulations and them-selves’s evaluations and their learning achievements. Consequently, the research data are characterized by “open-edit” flexibility description about the graduate students’ academic self-evaluations and it relationship with their academic achievements that leads to descriptive categories of their academic self-evaluations and their academic achievements.

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

**Field Note Construction**

In accordance to the qualitative research, the instrument used for collecting data is the researcher her-selves. 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, indepth interview and document analysis. Below are the example of the data related with the students’ statements concerning their plan about their study goals which are collected during participant observation.

“My decision to continue my study in master’program is based on my need to enlarge my knowledge and skills, because in global era I am required to adapt myself to the demands of global era”

“I study in master’s program is because I want to be better in my future, as a teacher I am required to update my knowledge and skills. One of the efforts which can be done is to enrolled in this program. Hopefully I can adapt myself to need of my profesional demands which always develop along with the change in society, especilly 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 my role as a mother in educating my children. Therefore, I can help them to pass through their golden period which is very important for their future development”

The next examples are data concerning to indept interview which are collected during doing research.

Researcher: Jakarta is known as a crowded city and traffic jam happen most of the time. Consequently, most people of Jakarta spend their time irrationally on the road.

How do you manage to achieve all your study plan effciently and effectively

Students 1: Yes Prof. I have difficulties in reaching campus on time because my house is far from campus. I live in Bekasi. In order to came on time. I leave my house for campus at 5.30 in the morning

Student 2: Prof, I use internet to contacts my friends in preparing paper and in discusing any issues concerning study assignments. Therefore, I use my time effectively and efficiently.

Student 3: Prof. I will move to a rent room of the house near to campus, so that will manage my time effciently and effectively. Therefore, it will more easily for me to arrange any study activities.

The previous research data which collected by observation and in depth interview are used to construct filed note, researcher reflection and cover terms as followed

**Table 2:** Martini Jamaris’ Sheet for Field Notes, Researcher Reflection And Cover Terms

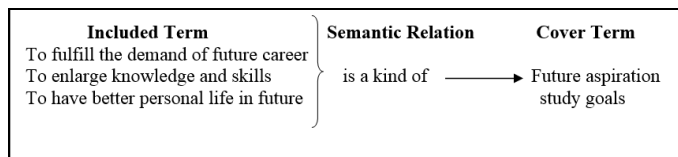
Field Notes: Statement of Research Participants	Researcher Reflections	Cover Terms
“ My decision to continue my study at master’program is based on my need to enlarge my knowledge and skills, because in global era I am required to adapt my self to the demands of global era	The statement contains future aspiration, the evidance supported are statements as followed : “ need to enlarge knowledge and skill”  “ in order to adapt myself to the demand of the	Future aspiration

	<i>global era</i>	
<p>“ 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 “</p>	<p>The statement contains strategic thinking in relation with achieving study goals as followed</p> <p>“ 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.”</p>	Strategic thinking

In order to have comprehensive field notes, the research also used recorder to record all data related to the indepth interview and camera which used to record srudents overd behaviors, as well as all documents needed by the research data collections.

**Data Analysis**

As mention in the previous explanation, in which, the data of the qualitative research was compressed and shape up into some suitable categories. Therefore, the activities in analyzing data leads to find out some categories which related to academic self-evaluations of the graduate students To do the process of data analysis the researcher apply the qualitative data analysis which developed by Spadley [21] and modified by the researcher, as shown in the following table.



**Diagram 1:** Martini Jamaris Qualitative Data Analysis Model

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

All the data analysis concerning to the graduate students academic self-evaluations are immerse and display in the form of diagram which is presented in diagram 2

**Graduate students’ academic achievements**

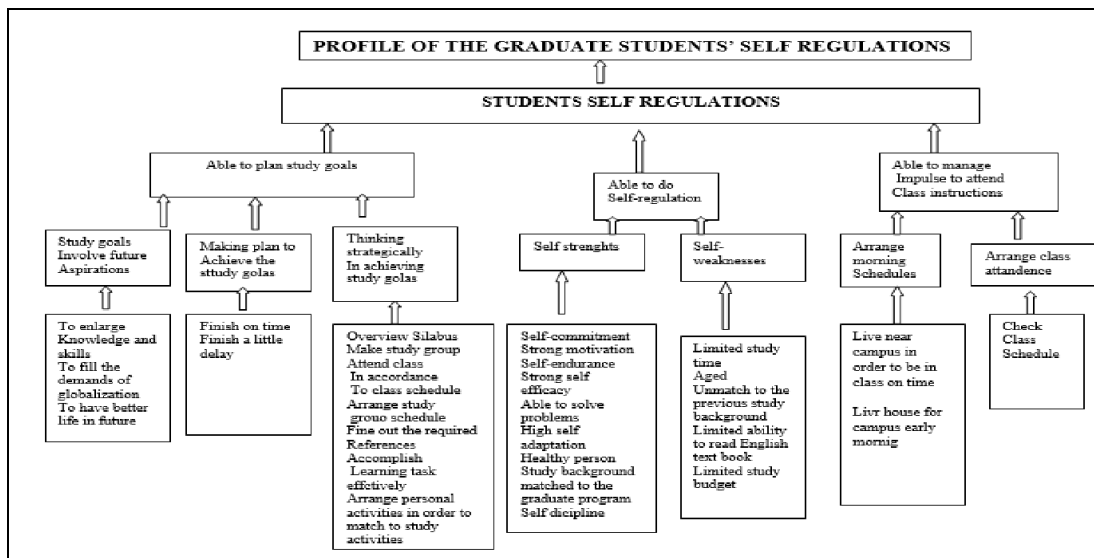
The findings of this research reveal the profile of the graduate students’ self-evaluations, which show that the graduate students have positive self-evaluations. In order to expose the influence of the positive self-evaluations toward academic achievement of the graduate students it is necessary to analyze the academic achievement of the the graduate students. Moreover, it reveals the profile of the graduate students’ academic achievements

Documents analysis related to the graduate students’ academic achievement show that in general they have good academic achievement. The following table and chart show the academic achievement profile of the graduate students.

**Research findings**

**Table 3:** The Academic Achievement Profile of The Graduate Students

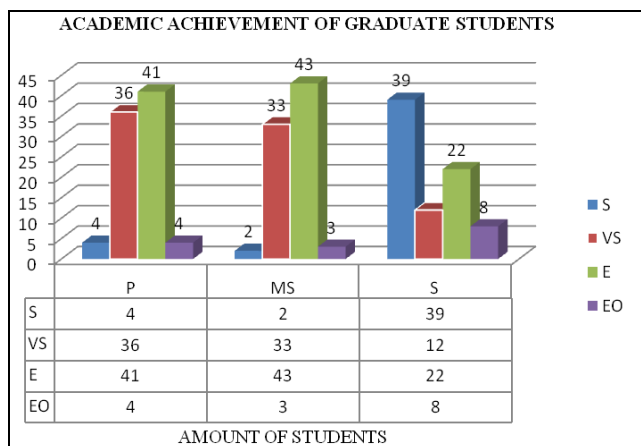
Catagory of Academic Achievement	Paper		Mid Semester		Semester	
	A	P	A	P	A	P
Extra Oridnary	4	4,94	3	3,71	8	9,88
Excelent	41	50,62	43	53,09	22	27,16
Very Satisfaction	36	44,44	33	40,74	12	14,81
Satisfaction	0	0	2	2,46	39	48,15
Total	81	100,00	81	100,00	81	100,00



**Diagram 2:** Profile of the graduate student’s self-regulations

Chart 1 is constructed, in order to give better illustration about the data which are display in table 3

**Chart 1:** Academic Achievements Profile of Graduate Students



**Discussion**

The qualitative research finding of the academic self-evaluations of the graduate students which are describe in the previous pages portray that graduate student, have positive academic self-evaluations. Meaning that they are able to manage them-selves to cope with anythings deal with academic self-evaluations., in which strating 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 strataegicaly 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 studi goals, they are able to solve problems in organized manners, they are able to learn form consequences.

Since the graduate 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 [23] observed that adults learners best when: (1) they understand why something is important to know or 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.

All the above principles are exhibited by the graduate students, it means that the principles are provent by this research (please see diagram 8, in page 49 and the description matched to the diagram in the previous pages).

Beside proven theories about adult learners, the research finding are also prove that the graduate students have positive self-evaluations. It means that the graduate students are focus on the process of achieving their academic achievement by doing various academic activities, starting from planing their academic goals, evaluating them-selves, which involves evaluate their strength and their weakness, and implementing their planing by doing any positives efforts to achieve their study goals (please the description about research findings which are described in the previous pages).

The finding of this qualitative research are also matched to Eccles & Wigfields (2002 and Zimmerman (2000) research findings as cited by McGrew [24] 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 [25], in which, he stated that self-regulated characterized by volitional controls referene 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-evaluations it can also be concluded that the graduate students avoid negative self-evaluations. 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.

In relating to the critical situation, in which the graduate students have to choose only one between two choices, between academic target and professional target. In this case they have to choose their professional target. It means that they are able to set hierarchy of their target activities. As teachers, they prefe to put their job responsibility at the top of their target activities. It reveals that they are professional teachers.

The result of the above data analysis find out that the teachers, who are also function as graduate students regulate them-selves well. It means if they have to select between two choices, in which, they have to decide the critical choice concerning to their profession responsibilities they choose their profession responsibilities. It is because academic target can be postponed to the next opportunity. The responsibilty concerning to their academic achievement are between them-selves, on the otherside, their profession responsibilities are not between them-selves, but among various parties who involve in the education systems, such as, students, parents, school principals, colleagues, professional accountability and social responsibility. The above describtion reveal that the graduate students regulate them-selves well.

The research finding which are described above are macthed with Baumeister and Vohs [26] who explained that self-evaluations means change especially change to bring behavior into line with some standard such as an ideal or goals.

**Conclusion**

Based the research findings which have been described previously, therefore, it can be concluded that the gradute students eather the students of Master’s Program or the students or Doctor’s Program are able to regulate them selve especially to regulate their academic self-evaluations. Eventhough, most of them are working students. : (1) planing their study goal, (2) managing their behavior in order to achieve their study goal, and (3) the academic achievements of the graduate students, in which, they achieved their study goal well.

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