Vol. 8, No. 2, 2022, pp. 329-336
DOI: https://doi.org/10.29210/020221640

Contents lists available at Journal IICET

JPPI (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)

Journal homepage: https://jurnal.iicet.org/index.php/jppi

Self regulation and discipline development to improve independence students in English course

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Article Info

Article history:

Received Apr 06th, 2022
Revised May 15th, 2022
Accepted Jun 21st, 2022

Keyword:

Self Regulation
Discipline
Independence student
English course

ABSTRACT

The development of self-regulation and discipline can affect the way children learn independently. The independence of children's learning allows them to become individuals who are able to complete the independent way of the child's own personality. The purpose of this study is to see self-regulation of English subjects at the junior high school level. This study uses a quantitative approach with the type of ex post facto research. which was carried out at SMPN 2 Bengkulu City with a sample of 30 students specifically for English lessons. Data collection was done by using numbers and analyzed through regression analysis. The results of this study indicate that self-regulation partially or not affect students' learning independence; discipline towards student learning independence; as well as self-regulation and discipline towards student learning independence, especially in English subjects. This paper provides teachers to be more creative and implement student-centered learning. Optimizing discipline by providing fair and collective rewards.

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Introduction

Junior high school children's education is one of education aged around 13-16 years (Street et al., 2017). Students need to have various strategies in learning so that they are able to achieve the expected achievements. Therefore, students are expected to be able to apply self-regulated learning or self-regulation in learning to be able to achieve the expected achievements. Self-regulated learning is the ability to generate and monitor one's own thoughts, feelings, and behavior to achieve goals. This education has a very important role for the development of children's personalities, as well as to prepare them to enter the next level of education. Where children are given educational stimulation to help growth. Its main task is to prepare the child by introducing various knowledge, attitudes, behaviors, in a fun way. Elementary school as a beautiful, comfortable, and happy playground for children to socialize with their peers (Nurkhalizah & Rochmani, 2021).

At the level of junior high school children, it is very important to make and manage the child so that he remains comfortable and becomes an attitude in the future. according to (Nugraheni et al., 2021) Self-regulation is a process that activates thoughts, behaviors and feelings that are continuously in achieving goals. Individual children can control themselves in achieving the desires achieved. Self-regulated learning is very

important for many people today. The complexity of the problems ranging from simple to complex, such as changing jobs (because of the many discrepancies), students' failure to achieve brilliant learning achievements, students who feel frustrated with their college assignments, demand new learning that must be initiated and directed by themselves. Likewise, in today's learning, one of the aims of learning is to free students from their need for teachers, so that students can continue to study independently throughout their lives and to continue to learn independently, students must become learners based on self-regulation. Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier, so that students are more motivated. They have the skills and the will to learn. Students who learn by self-regulation transform their mental abilities into academic skills and strategies. Self-regulation is a process by which individuals can regulate their achievements and actions (Wahyuningtyas, 2015). Individuals can set targets, then evaluate targets and give rewards for achieving these targets (Sa'ida, 2018).

The way to cultivate self-regulation in children is to get used to discipline from an early age (Van den Berg, 2016). In schools, self-regulation is largely determined by the upbringing of the teacher, in English subjects, an innovation is needed in the learning process. (Arjanggi & Suprihatin, 2020) . English subjects have begun to be studied at the level of elementary school children, so it is necessary to find a way so that children are interested in participating in the learning (Cahyani, 2012.) Based on the results of observations made at the Bengkulu City 2 Junior High School in grade VII, it showed several problems. The first problem is the independence of children's learning which is still not visible when learning English. For example, some children still play during English learning hours, some children are used to not pronouncing words in English yet, have not yet formed children's independence through word games in English, giving children the opportunity to choose the theme according to their wishes and start understanding words accordingly. With the theme, there are still children who are not used to saying simple sentences in English when learning English. Previous research has proven that self-regulation is very important at the adolescent level, this is evidenced by (Ruminta et al., 2017) and research (Sa'ida, 2018) which explains a lot about effective learning. Knowledge, motivation, and self-discipline or volition are important factors that can affect self-regulated learning. Knowledge meant here is knowledge about oneself, the material, the task, strategies for learning, and the learning contexts that will be used. Students who learn by self-regulation can be termed as 'expert' students. Expert students know themselves and how they learn best. They know his preferred learning style, what is easy and difficult for him, how to overcome the hard parts, what his interests and talents are, and how to take advantage of his strengths.

Other evidence that supports this problem is that in addition to independent learning, students also experience problems with self-regulation. Student self-regulation is still low as evidenced by the finding that there are still children who are not accustomed to answering teacher questions using English even with simple questions, arranging words in English, tidying up writing in English. There are also some children who have not focused on answering questions from the teacher and occasionally there are those who do not pay attention to the teacher when they are talking or asking. (Meyer et al, 2008) said that independent learning allows children to become individuals who are able to solve problems in learning. Other opinions expressed (Akker et al, 2016) that independent learning will increase the willingness to learn in children. Therefore, it is important to study independent learning in children so that the results of learning can be optimal. Learning independence that appears in children can be caused by various factors.

One of the factors that influence learning independence is self-regulation and child discipline. Application of the character of discipline through habituation applied by the school will have a positive influence for the lives of students. Because of discipline school is an effort to maintain student behavior so as not to deviate and can encourage students to behave according to the norm, the rules and regulations that apply in school. Discipline is very important for student life and behavior, however the reality on the ground is still found many students don't care about disciplinary rules at school. Application discipline can't be separated from students' negative behavior problems, whether it's a minor offense to high level, like the case of students coming late, truant in class, cheating, fighting, smoking and other behavioral aberrations.

In the description above, it can be concluded that self-regulation and discipline can affect children's learning independence on children's learning outcomes. It's just that the magnitude of the influence of self-regulation and discipline on children's learning independence has not been obtained. The need for further studies related to the effect of self-regulation and student discipline on children's independence. Based on the problems that have been described, the implementation of this study aims to show whether or not there is an influence on the development of self-regulation on children's learning independence, discipline on children's learning independence, self-regulation and discipline affect students' learning independence.

Method

This study uses a quantitative approach with ex-post facto, which aim of knowing whether or not there is an influence on the development of self-regulation and discipline on children's learning independence. The implementation of the research at the State Junior High School 2 Bengkulu City with a sample of 30 children by collecting data using questionnaire. The sampling technique in this study was simple random and analyzing descriptive statistics and inferential statistics through regression analysis. When the data have been obtained and then analyzed to find out about self-regulation, discipline, and independent learning, the subject is classified into three categories, namely low, medium, high. This categorization is carried out with the criteria submitted by (Sappaile, 2019).

Results and Discussions

Descriptive Analysis Results for Self-Regulation

Data on self-regulation variables (X1) were obtained from 30 children using a child self-regulation rating scale. After collecting the data, it is possible to present a description of the trend measurement data in the following table.

Table 1. Descriptive Statistics of Self-Regulatory Variables

Statistics	Coefficient
Mean	50,62
Median	65
Mode	65
Std. Deviation	8,2
Variance	61,65
Maximum	75
Minimum	43

From table 1, it is found that the distribution of children's self-regulation scores is between 43 as the lowest score to 75 as the highest score. The data variance is 61.62 with a standard deviation of 8.2. The average score obtained is 65.64 with a mode of 65 and a median of 65. According to these data, the categorization of student self-regulation is then presented to determine the tendency of student self-regulation based on the following data.

Table 2. Distribution of Student Self-Regulatory Data Based on Score Categorization

Interval	Category	Freq	(%)
$X \leq 44$	Low	8	26,7
$45 \leq X < 55$	Medium	15	50
$55 \leq X$	High	7	23,3

Based on Table 2, it is known that as many as 26.7% or 8 students rated self-regulation in the low category, 50% or 15 students rated self-regulation in the medium category, 23.3% or 7 students rated self-regulation in the high category. If it is reviewed based on the average score that has been obtained previously, which is 50.64, it can be stated that the student's self-regulation score is in the medium category.

Descriptive Analysis Results for Discipline Variables

Discipline variable data (X2) was obtained from 30 children using a student discipline rating scale. In data collection, it can be presented a description of the data on the size of the convergence tendency, namely the mean, median, and mode, as well as the measures of variance, namely the variance, standard deviation, minimum score, and maximum score in the following table.

Based on Table 3, there is a distribution of children's discipline scores between 34 as the lowest score to 61 as the highest score. The variance of the data is 58.74 with a standard deviation of 7. In addition, the average score obtained is 48.5 with a mode of 47 and a median of 49. Then the categorization of student self-regulation is presented to determine student discipline based on the following data.

Table 3. Descriptive Statistics of Discipline Variables

Statistics	Coefficient
Mean	48,5
Median	49
Mode	47
Std. Deviation	7
Variance	58,74
Maximum	61
Minimum	34

Table 4. Distribution of Student Discipline Data Based on Score Categorization

Interval	Category	Freq	(%)
$X \leq 31$	Low	2	6,6
$32 \leq X < 40$	Medium	8	26,68
$40 \leq X$	High	20	66,66

Based on Table 4, it is known that as many as 6.6% or 2 students rated discipline in the low category, 26.66% or 8 students rated discipline in the medium category, 66% or 20 students rated discipline in the high category. If it is reviewed based on the average score that has been obtained previously, which is 48.5, it can be stated that the student discipline score is in the high category.

Descriptive Analysis Results for Independent Variables

In the independence variable data (Y) obtained from 30 students using a student independence assessment scale. After that data collection is done, it can be presented a description of the data on the size of the convergence tendency, namely the mean, median, and mode, as well as the measures of variance, namely variance, standard deviation, minimum score, and maximum score in the following table.

Table 5. Descriptive Statistics of Independent Variables

Statistics	Coefficient
Mean	69,75
Median	69,6
Mode	65
Std. Deviation	6
Variance	46
Maximum	85
Minimum	58

In Table 5 it is found that the distribution of students' independence scores moves from 58 as the lowest score to 85 as the highest score. The variance of the data is 46 with a standard deviation of 6. In addition, the average score obtained is 69.75 with a mode of 65 and a median of 69.6. According to these data, then presented the categorization of student independence to determine the tendency of student discipline based on the data as follows.

Table 7. Distribution of Student Independence Data Based on Score Categorization

Interval	Category	Freq	(%)
$X \leq 55$	Low	6	20
$56 \leq X < 64$	Medium	7	23,33
$65 \leq X$	High	17	56,66

Based on Table 7, it is known that as many as 20% or 6 students assess independence in the low category, 23.33% or 7 students assess independence in the medium category, 56.66% or 17 students assess independence in the high category. If it is reviewed based on the average score that has been obtained previously, namely 69.75, it can be stated that the student's independence score is in the high category.

Test Result Data Analysis Requirements

The data from the analysis requirements test is carried out in order to determine the statistics used. The normality test was used to determine whether the data obtained were normally distributed or not. Normality testing was carried out using Kolmogorov Smirnov which was calculated using SPSS version 23 for windows. The research results are said to be normal if the Asymp value. Sig obtained > 0.05, whereas if the results obtained 0.05 then it is not normally distributed. The following is a summary of the results of the data normality test.

Table 8. Normality Test Results

Variable	*Asymp. Sig*	Notes
Independent Learning	0,069	Normal
Self Regulation	0,255	Normal
Discipline	0,250	Normal

Based on Table 8, using calculations through SPSS version 23 for windows, the Asymp value is obtained. Sig for the variable of learning independence is 0.069, self-regulation 0.255 and discipline 0.250 Asymp value. Sig of self-regulation, discipline, independent learning has a value above 0.05 then the data distribution of each variable has a normal distribution.

The next thing to do is linearity test. The linearity test was carried out to determine whether or not the influence of each independent variable that was used as a predictor had a linear relationship or not on the dependent variable. The linearity test was carried out using a test of linearity with the help of SPSS version 23 for windows. Criteria if the value of sig. Linearity is below 0.05 and the value of sig. deviation from linearity is above 0.05 then the variable is said to have a linear relationship. On the other hand, if the value of sig. Linearity above 0.05 and sig. deviation from linearity is below 0.05 then the variable is said to have a non-linear relationship. Based on the test results, all relationships between variables have a value of sig < 0.05. This means that the relationship between variables is linear.

In the multicollinearity test, namely the assumption test for multiple linear regression. The assumption of multicollinearity is that the independent variable must be free from multicollinearity. Multicollinearity test was carried out by looking at the tolerance value and Variance Inflation Factor (VIF). If using alpha/tolerance = 10% or 0.10 then VIF = 10. If the results obtained are VIF count < VIF = 10 and all tolerances for independent variables are above 10%, it can be concluded that there is no multicollinearity. The test results are presented in Table 9 as follows.

Table 9. Multicollinearity Test

Variable	Tollerance	VIF
Self Regulation	0,909	1,101
Discipline	0,909	1,101

Based on Table 9, it can be concluded that there is no multicollinearity. For this reason, parametric statistics can be used in further hypothesis testing.

Hypothesis Testing Results

Hypothesis testing was conducted to determine the effect of self-regulation and discipline variables partially and simultaneously on independent learning. Hypothesis testing is done by finding the determinant coefficient used to determine the best level of accuracy in regression analysis, this is indicated by the magnitude of the coefficient of determination between 0 (zero) and 1 (one). In addition, the coefficient of determination is used to determine the percentage change in the dependent variable (Y) caused by the independent variable (X). The coefficient of determination test was carried out partially and simultaneously.

Table 10. Partial Test Results

Coefficient	Variable	
	If X_1 regular	If X_2 regular
Partial Correlation	0,696	0,412
Partial Determination	0,453	0,010
T-Calculate	5,020	0,426
Singnificant	0,000	0,035

Based on Table 10, the calculation results obtained that the value of r2 is 0.453 (if X1 remains) with t-calculate 5.020 and a significance value of 0.000. A significance value of 0.000 <0.05, it can be said to be significant. Therefore, it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant effect of discipline on learning independence if self-regulation remains.

Furthermore, from the calculation, the value of r2 is 0.009 (if X2 remains) with a t-calculate of 0.426 and a significance value of 0.034. A significance value of 0.000 <0.05, it can be said to be significant. Therefore, it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant effect of self-regulation on learning independence if student discipline remains.

The first finding shows that self-regulation partially significantly influences the learning independence of students in English subjects. This can be shown by the increase and decrease in student discipline influenced by student self-regulation. The existence of this influence is indicated by the results of the coefficient of partial determination of the self-regulation variable of 45.3% with a significance value of 0.000 which means that self-regulation partially has a significant effect on learning independence.

So self-regulation is a process of controlling oneself in learning. Beginning with a series of learning activities in accordance with predetermined goals. After the goal is achieved, then proceed with evaluating the results to be improved and improved in order to achieve optimal results in the future. This self-regulation of learning must be instilled from an early age to train students in discipline as well as independence in learning (Sa'diyah, 2016) said there are three factors that influence learning independence, namely self-efficacy, self-regulation and also the support provided by parents. Meanwhile, if you think (Rostina & Izzati, 2020) learning independence is influenced by the existence of self-management, self-control and desire to learn.

Students who have independence are able to formulate and set their own learning goals because they are able to be self-controlled in their learning activities (Din & Calao, 2001) also expressed the opinion that self-regulation is a personality process that involves direct self-motivated behavior. Children who have self-regulation are able to motivate themselves to set personal goals, plan strategies that will be carried out in order to achieve these goals, to evaluate the behavior that has been done. When children are able to evaluate their behavior, children can be more responsible for learning so as to create independence to learn on their own with self-regulation.

Self-regulation can be established in the early period through environmental and biological effects (Lindsay, 2007). Next (Mentessori, 2019) explained that children who are carrying out independent learning activities are more marked and determined by the motives that encourage them to learn, not the physical appearance of their learning activities. The existence of a motive in students indicates that students carry out learning activities on their will and self-regulation without any coercion from other parties. If students have done self-study, it can be said that students have self-regulation on themselves.

Based on the results of the research and opinions above, theoretically self-regulation partially has an influence on student learning independence, so the results of this study show the truth of existing theories. The following findings prove that discipline partially has a significant effect on student learning independence. This shows that the increase and decrease in student learning independence is influenced by student discipline. Based on table 10, the discipline variable partially contributes 0.010 or 1% to independent learning, the partial discipline has a significant effect on learning independence.

Most aspects of our daily lives tend to undergo major changes, for that independence will allow individuals to respond to the ever-changing demands of work, family and society (Van den Berg, 2016). It is very important for students to have an attitude of independence. When viewed from the current life situation, phenomena that occur directly or indirectly affect students' lives. There are 4 (four) factors that cause independence, including: (1) genes or heredity, parents who have high independence often pass down children who have independent traits as well; (2) parenting patterns, the way parents care for or educate children will affect the development of children's independence; (3) discipline, the educational process in schools that lacks discipline in education and tends to emphasize indoctrination without argument will hinder children's independence; and (4) society, the community life system that places too much emphasis on the importance of hierarchical social structures, does not appreciate the manifestation of children's potential in productive activities, which can hinder the development of children's independence (Rusmayadi & Herman, 2019).

Furthermore, the following findings prove that self-regulation and discipline together have a significant effect on student learning independence. This shows that the increase and decrease in student discipline is influenced by self-regulation and student discipline. The existence of this influence is shown from the self-regulation variable and the discipline variable together to produce a simultaneous determination coefficient value of 45.4% on student learning independence. The significance value obtained is 0.000 so it can be

interpreted that self-regulation and discipline together have a significant effect on student learning independence. When students are able to master self-regulation well and have high discipline, the better the level of student learning independence will be. Vice versa, if students are lacking in self-regulation and low discipline, then the level of learning independence is low and does not even appear. In the context of the school system, disciplined students are students whose behavior and actions are in accordance with predetermined school rules and regulations (Walker, 2006).

According to (Meyer et al, 2008) discipline is the development of students' internal mechanisms so that students can control themselves (self-regulation) themselves. (Cahya et al, 2021) Students who are accustomed to discipline will make the best use of their time at home and at school so that they will show their readiness in the learning process at school, while students who are not disciplined will show less readiness in learning. They will show behavior that is not independent in terms of learning. Students who are accustomed to discipline means that they also have good self-regulation in themselves, the attitudes and actions of discipline that are carried out are no longer felt as a burden, but an action that is used to be done every day. So that the cause of the low independence of students is due to the discipline factor, as well as the self-regulation factor where if students have shown a disciplined attitude and good self-regulation, the problem of learning independence will be reduced. Likewise, if self-discipline and self-regulation are still the main problems for students, the desired independence is difficult to achieve.

Conclusions

In the results of this study, the discussion obtained three conclusions, firstly, self-regulation partially affects the learning independence of State Junior High School 2 Class VII students, especially thematic lessons. Second, discipline partially affects student learning independence, and third self-regulation and discipline jointly affect students' learning independence. The conclusions obtained in this study can be suggested such as students can motivate themselves to improve self-regulation and have discipline so that learning independence can increase more optimally educational staff are expected to increase supervision and monitor or can also hold activities that foster self-regulation and self-discipline of students independence. learning increases, teachers are expected to help students master self-regulation by providing motivation through stories and so on while teaching. In addition, teachers can make learning more creative and student-centered. Teachers can optimize discipline in various ways such as providing fair and corrective positive sanctions and rewards as well as providing good examples both in class and outside of class so that students can increase student learning independence.

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