Effect of Self-Regulated Learning and Motivation to Achieve Against Teacher Professional Capability for Student S1 PGSD of Science Field Compared with Regular Student S1 PGSD at UPBJJ Serang

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Abstract
This study is to know effect of self-regulated learning and motivation to achieve against teacher professional capability for student S1 PGSD of science field compared with regular student S1 PGSD The student uses grades of Classroom Action Research (CAR)and Stabilization of Professional Capability (SPC) on curriculum of S1 PGSD to see professional capability, while questionnaire was used to see motivation and self-regulated learning. Data analysis uses ANOVA two paths with self-regulated learning capability and motivation to achieve, other capabilities are grades of CAR and SPC. Analysis result showed that: (1) There is no significant differences in score of independence professional capability of student with self-regulated learning of student S1 PGSD of science field with regular student S1 PGSD; (2) Self-regulated learning factor gave significant effect for professional capability score; (3) There is significant differences in average score of professional capability for student with high self-regulated learning and student with low self-regulated learning; (4) There is no significant differences in average score of professional capability for student with high motivation to achieve and student with low motivation to achieve; and (5) There is no significant differences for professional capability between student with high motivation to achieve and student with low motivation to achieve.
Keywords: self-regulated learning, motivation to achieve, Classroom Action Research, SPC, Professional.

I. Introduction

Student S1 PGSD of Open University is student who has various previous educations, for example from Senior High School, DII PGSD or S1 with Field Science. For student with Senior High School background will take a course at Study Program of PGSD during ten semesters, while student with DII PGSD will attend to semester six and take a course during five semesters. For Student S1 PGSD with Science Field will take three semester by selecting a subject fit with previous education as like student S1 of Science Education will take all subject prepared, while alumni of Mathematic Education will take a subject non mathematic education. However, all students have different previous study but they have capability and teaching experience at Elementary School.

Open University is a university applying distance learning, which has wide range and global quality. Tutorial is one of a learning help mode prepared for student in order to get maximum achievement. Tutorial for student S1 PGSD is mandatory tutorial, these should be attended by all student and conducted within eight meetings and on the third, fifth, and seventh meeting will be given a tutorial task which the result contributes 50% for passing one subject. Start on registration 2014 period. 1 contribution 50% will apply if student completes 30% evaluation questions of final semester.

With different background student, this research explores self-regulated learning, motivation to achieve and teacher professional capability contained on mandatory subject should be completed by student with different education background. Profession of professional contained on the subject at study program of S1 PGSD is the subject of Stabilization of Professional Capability (SPC) with subject code PDGK4501.

Corno and Mandinah (1983) defined the self-regulated learning as an attempt to deep and manipulate associative net on certain field, and monitor with enhancing the deep process itself. The definition showed that self-regulated learning is as designing process and careful self-monitoring for cognitive and affective process in completing academic task. They also described the self-regulated learning as capability to monitor self-behavior, and human personality hard-working. Three steps to practice self-regulated learning are: (1) Observing and supervising yourself; (2) Comparing your position with certain standard, and (3) Giving positive or negative response to yourself.

Based on definition of self-regulated learning can be concluded that self-regulated learning is an attempt to set a learning goal process with monitoring, regulating, and controlling aspects of cognitive, motivation, and behavior. All the process must be directed and supported by goal adapted with environment context. Human behavior was motivated by certain needs, such as physiological needs, safety, love, esteem, self-actualization, to know and understand and aesthetic needs. These needs can motivate human behavior.

Some experts (Butler, 2002, Corno and Mandinah, 1983, Corno and Randi, 1999, Hargis, http:/www.smartkidzone.co/, Kerlin, 1992, Paris and Winograd, 1998, Schunk and Zimmerman, 1998, Wongsri, Cantwell, 2002), elaborated self-regulated learning, and related it with some other simmilar terms, inspected effect of science learning via internet, and giving suggestion to enhance student's self-regulated learning. Self-

regulated learning was defined with little different, but all definitions contained three main characteristics in similar, these are setting goals, selecting strategy, and monitoring cognitive and affective process which goes on when student completed academic task.

Motivation was defined as the condition which motivate individual to achieve goal or some goals from certain level. Motivation stimulates power of individual to act or behave, Motivation can be meant as the existing inertia within human soul to do certain activities for achieving the goal. Motivation is related with pusher source that motivate behavior to learn, and it is an important aspect in learning. Higher motivation of individual will be higher motivation of individual to learn.

Motivation is the power which gives energy, encouragement and as direct behavior to go the goal (Eggen, 1989). Motivation is very strong influencing individual life power, the existing power or motive within individual soul to act achieving concrete goal for fulfilling their needs. The existing motivation inside self-student is very important factor influencing most student in learning and active at certain time, particularly if the need to achieve the goal to be urgent (Eggen, 1989). Motivation as something to move, direct and keep individual behavior in order to do something and achieve certain result or goal.

Discussing about motivation to achieve is certainly not separated from motive. In English, motive is motion meant move or encouragement. Motive is the situation that individual encourages to do activities or certain behavior into the expected goals based on the needs. Motive is individual stimulant to do certain activities to achieve the goal. Every activities conducted by individual is certainly encouraged by power from human soul, this thruster is called as motive.

First all, motivation to achieve concept is using he term of *Need for Achievement,* the concept started from assumption that *Need for Achievement* is psychology power that encouraging every individual to be active and dynamical to get learning advance, and get the grade expected. According to Eggen (2007:315), that motivation to achieve lead to sustainable attempt, and ready to accept challenge wit expectation the high achievement. Motivation to achieve as the hard work to increase self-capability as high as possible in all activities with using advantages standard as comparative. Advantage standard can be perfectness level of task implementation, comparative with self-achievement before, and comparative with other achievement. The capability owned by individual in some activities are advantages standard as activities, these can be success or failure. Motivation to achieve can also be meant as struggling to add achievement as high as possible.

To reach a high achievement, every individual must have strong intention to reach their goals, but the success heavily depends on your effort, capability, and intention. According to theory of *Need for Achievement*, motivation is different in everyone, fit with needs for achievement. Something influences motivations are: 1) Family and cultural, motivation can be influenced by social environment, parenting, and friends, 2) Self-concept, if individual is confidence can do, then this will rise motivation in their body to do something; and 3) Gender, identical of high achievement makes male has higher maximum than female. If individual has high achievement , they will have achievement standard, prefer to hard work within feedback situation. Individual need to achieve achievement had been illustrated from the hard work conducted to achieve an objective determined, not only related with successful to achieve the goals. Effecting factors for achievement are:1) Model behavior and characteristic imitated by children through 1) observational learning; 2) parent expectation; 3) environment; 4) self-sufficient emphasizing; 5) child parenting practices. Individual motivation to achieve level can be distinguished based on four aspects: 1) responsible for their conduct; 2) paying attention for feedback of their conduct; 3) calculating the risk; 4) creative and innovative.

In professional perspective, this is often related with the people receive salary that was well done perfectly or not. Professional meant here is teacher. The professional work should be supported by certain science from education institution that fits with their work based on the owned science and it can be responsibility. Therefore, teacher needs special capability that impossible to have by not teacher.

Definition of professional teacher is teacher's capability to do their main duty as educator and trainer who has capability to plane, teach, and evaluate the learning result. Principally is every teacher should be trained periodically in running their duty. If amount of teachers are too much, then the principal can ask the vice principal to help supervising. Improvement of teacher performance can be indicated by their awareness and skill to do their function and responsible. Professional is the work or activities conducted by person who has skill and capability with standard of education quality and it becomes their income source for life. Professional teacher must have four competences that determined by regulation. Four competences of teacher intended on professional teacher are: the teacher must have capability in mastering learning material largely and this mastering including concept, structure and science method or technology or art fit with teaching material. Professional teacher must have competency of stable personality, mature, wise, good morality, and charismatic. Teacher must also have social competency as capability of educator for part of people.

Learning of individual is complex behavior, interaction between student and teacher to achieve the special goals. Therefore, learning as a result of interaction, then it can be dynamized. Learning dynamic occurs by learner and their environment. Internal student dynamic is related with increasing hierarchies within domains of

cognitive, affective, and psychomotor. They are related with learning goals. Achieving of learning goal can be obtained with pay attention for internal and external factors of student. This study places a self-sufficient learning as independent variable and motivation to achieve as attribute variable. Further, capability of professional teacher is as *dependent variable*. Capability of professional teacher as out put of learning system can be influenced by some variables, such as self-regulated learning variable that owned by each student. This study has some limitations for each variables. The following variable is self-regulated learning.

Problem Formulation

Based on problem limitations above, this study formulates the main problems, such as: "Is there an effect of cooperative learning and self-regulated learning for professional capability". It will be elaborated by statement as follows. "To which extent the self-regulated learning and motivation to achieve for professional capability of teacher for student S1 PGSD of Science Field compared with Student S1 PGSD regular at UPBJJ Serang".

A.   Theoretical Review
Professional Teacher

Four competences of professional teacher: (1) Pedagogy competence, this competence includes teacher's capability to understand characteristic or capability owned by student through various ways; (2) Personality competency, this competency reflects that teacher has a good personality, wise, and wisdom, mature and charismatic, and a good morality to be a good figure; (3) Professional competency, this is an element must be owned by teacher by mastering learning material largely and deep; (4) Social competency, it should be owned by educator through a good way to communicate with student, teacher and community.

Several components of professional competencies include: (1) mastering subject material. These are related with: (a) Mastering field of study and school curriculum, (b) Mastering the deepening material and its application; (2) Management of learning instruction program, including capabilities: (a) to formulate the instructional goal, (b) to recognize, mastery, and use a teaching method, (c) to choese and arrange an appropriate instructional procedure, (d) to do learning instruction program, (e) to recognize student's potency, to plan and do remedial teaching; (3) classroom management; (4) management and usage of media and learning source; (5) Mastering education foundation includes the capability related with (a) learning concept and education issues in term of sociology, philosophy, history, and psychology, (b) recognizing a school function as social institution, (c) recognizing student's characteristic physically and mentally; (6) capable to asses achievement of learning instruction; (7) understanding management principle of institution and education program at school; (8) mastering thinking method, with scientific thinking approach; (9) improving and conducting professional mission; (10) skilled in giving help and guidance to student; (11) having insight of education research; (13) capable to establish school administration; (14) having an insight about education innovation; (15) dare to take decission, having a goal in order to not vacillate within uncertainty; (16) understanding curriculum and its development; (17) capable to work with plan and programed, in order to work regularly and sustainable with high creativity; (18) capable to use time appropriately, on time entering and exit from classroom.

Classroom Action Research (CAR)

Classroom Action Research (CAR) as systematic research process conducted by student, teacher or other people in learning environment to obtain an information about how does the teacher teach and student learn with doing an action to improve it (Mills, 2000). Schmuck (1997) stated that CAR is a systematic and planed research process through learning improvement action conducted by teacher in their own classroom. CAR is aimed to improve teacher performance in order to increase learning quality. Subject of Stabilization of Professional Capability (SPC) asks the student or teacher to improve and/or increase learning quality in their own classroom by applying norm and principles of classroom action research. Professional teacher on this study here is as student's (teacher) capability of S1 PGSD program to be manifested within student's capability to complete subject of Classroom Action Research (CAR) and Stabilization of Professional Capability (SPC).

Within Stabilization of Professional Capability (SPC) learning in Open University was conducted through self-regulated learning and face-to-face guidance. By self-regulated learning owned by student can stabilize the understanding for planning and implementation of CAR, some theories and learning principles related with issues or learning condition will be improved and increased to strengthen and/or enhance the learning quality. Student needs also a training to practice an inquiry through reflection after learning, arranging the remedial design of learning, learning improvement practical, and arranging the remedial report or improvement of learning quality and article for journal, sourced from reporting made by student.

The competency should be mastered by student after joining with SPC is capable to improve and/or increase a learning quality of study field or thematic learning taught at Elementary School with applying principle of classroom action research, and student specially can: (1) plan improvement/increasing of learning quality based on inquiry result through reflection after learning; (2) do improvement/increasing of learning quality by applying

norm and principle of CAR; and (3) be responsible for action of improvement/increasing the learning quality in form of reporting scientifically.

Motivation to Achieve

Individual characteristics which have a high motivation to achieve are: (1)   Happy with assignment by middle difficulty level. Individual with high motivation to achieve is prefering an assignment with middle difficulty level, but promising the successful. Individual with high motivation to achieve will try to complete every challenging and difficult assignment, but they can do well, while individual with low motivation to achieve will be hesitant to do that. Individual with high motivation to achieve likes to challenging assignment and dare to take risk for achieving the determined target; (2) Happy to accept feedback (like to compare their performance with other). Individual with high motivation to achieve expects the feedback by comparing their performance with other or certain standard. Standardization of success is extrinsic motive which is determined by other people. Someone will be motivated to achieve a standard determined by other people because they are fear to be loses from other. Individual with high motivation to achieve often expects the feedback and compares the result with other result by excellence measurement, such as comparison with other achievement or certain standard; (3) Diligent and strong for the assignment related with their progress. Individual with high motivation to achieve will have a good performance, active productivity, and hard worker. By motivation to achieve, then individual will always try to reach achievement as good as possible and diligent to work.

Characteristics of individual with motivation to achieve are: (a)   *Free Choice*, individual with high motivation to achieve like to do activities for their successful, so they always try to enhance possibilities to achieve because their more experiences capability of successful, although they have failure but explicitly still to get success; (b) *Persistence Behavior*, individual with high motivation to achieve assumes that failure is as result in less trying, therefore expectation and try to success are always high; (c) *intensity of performance*, it means that individual with high motivation to achieve is always hard working compared to individual with low motivation to achieve; (d)   *risk preference*, it is the consideration to take middle risk.

Important characteristics to choice individual with high motivation to achieve are: (a)   having an inspiration on middle level, it occurs because individual wants to get high achievement. So that individual does not do in different way beyond their reaching or they don't want to waste of time to do something out of themselves; (b) having assignment with middle risk that high risk; (c) their time perspective is future oriented in doing unfinished task yet; (e) having motivation to do unfinished task yet; (f) having work partner based on their capability (g) their trying is very important.

Based on the explanation above can be concluded that individual with high motivation to achieve has characteristics: having great confidence, future oriented, like to do the middle difficulty duty, not wasting time, chose friend with good capability and strong to do their task. Individual with high and low motivation to achieve have different. Characteristics individual with low motivation are: (1) Historical orientation; (2) Having difficult task and not fit with their capability; (3) Not having confidence in facing the task, having pessimistic; (4) Assuming that successful is a good fate; (5)   Tending to take risk with low level, so the successful will be easy to achieve; (6) Lazy and do something with a new ways; (7) Not responsible and satisfy with the achievement reached; (8) Not looking for feedback of their duty if doing the unwanted work.

Self-Regulated Learning

Self-regulated learning is important for student in order to have responsible to regulate and discipline themselves to develop learning capability based on their own intention. Those attitudes should be owned by student as education participator, because those are characteristics of maturity of educated people. Independence is a situation that can be self-standing without depending on other (KBBI, 1991:625). Independence is capability to do daily activities with little guidance fit with their development and capacities stages. Self-regulated learning can be meant as active learning activity, it was encouraged by intention or motive to master the competency for resolving problems, and it was built with knowledge or the competency owned. Determining competency as learning goals can be done a good ways are: determining learning time, learning place, learning rhythm, learning duration, learning ways, and learning evaluation should be conducted by self-student. Self-regulated learning will be more useful as student's effort to learn based on their intention to master certain competency. Student can be said as capable to learn independently if they are able to do the learning assignment without depending with other people.

Basically, independence is individual behavior that able to initiated, able to resolve constraint/problem, having confidence and able to do something by themselves without helping from other. Within self-regulated learning, the student will try by themselves first to learn and understand content of subject read or seen through media of view and hear. If the student gets difficulties, then they will ask or discuss with friend, teacher or other side that are more competent in resolving that difficulties. Independence student will be able to search learning source needed and they should have creativity of self-initiative and able to be self-employed by referring to

guidance obtained. According to the definition above can be concluded that student with self-regulated learning is reflection of creative attitude, free in conducting and responsible that symbolized by learning initiative and intention to get a new experience. Self-regulated learning is very important for individual to learn mathematic. Demand for self-regulated learning is increasingly strong by using information technology in learning, for example learning via Internet (e-learning) that is developed by many experts today. Advantages of e-learning via Internet are giving some facilities, up to date reference and easy to access unlimited space and time. Self-regulated learning becomes more important for individual to resolve problems, to write reporting, thesis, and dissertation. When individual faced an assignment/self-review, then that assignment by open project will be facing so much relevant information sources and individual goals. On this condition, the student must have self-initiative and intrinsic motivation. They analyze needs and formulate goals, select and apply strategy of problem-solving, select the relevant sources, and self-evaluating for his/her performance. Need of developing self-regulated learning for student has been encouraged by some results of finding study, such as individual who has a high self-regulated learning tends to learn better, able to monitor, evaluate, and regulate their learning effectively, save time in completing their assignment; regulating learning and time efficiently, and getting high score in science. (Hargis, http:/www.jhargis.co/).

In study of *classroom applications of research on self-regulated learning* was stated that self-regulated learning in classroom can be improved by two ways: 1) stimulating learning experience many times in the classroom, 2) through teacher instruction and practical. Self-regulated learning is very influenced by student's learning motivation. Characteristic of self-regulated learning is describing a high individual personality and loading meta-cognitive process which the individual plans consciously to plan, implement, and evaluate their learning and themselves critically. Habituation of learning activities as like explained above will grow the learning disposition cumulatively or strong intention in the individual learning. Ownership disposition of high learning in individuals will make strong, resilient, responsible, high motivation to achieve, and help individual to reach the best result.

III. Method
A.   Research Design
Research design can be classified into quasi experiment if the researcher can't control for all subjects of the research that causes the research subject becomes random. Limitation of this controlling can be influenced for variables to be depended on what will be investigated. This research design has moderator variable of motivation to achieve and self-regulated. Independent variable consists of two variables, such as: 1) high professional capability, and 2) low professional capability.

Effect of independent variable for variables are depended, and their interaction with moderator variable should be designed by *pretest-post test for control group design*, and analyzed with Analysis of variant (Anova) of factorial 2x2. The factorial design was presented in Table 3.1.

Table 3.1 Cross Sectional Design by using ANOVA 2 with path *Posttest Control Group Design* by Factorial Anova

Moderator Variable \ Dependent Variable				Professional Capability (A)	
				High (A_1)	Low (A_2)
Motivation Achieved (B)	High (B_1)	Self-Regulated (C)	High (C1)	A1,B1,C1	A2,B1,C1
	Low (B_2)		Low (C2)	A1,B2,C2	A2,B2,C2

Note:
1)   A1,B1,C1: High professional capability with high learnning motivation and high self-regulated
2)   A1,B2,C2: High professional capability with low learning motivation and low self-regulated
3)   A2,B1,C1: Low professional capability with high learning motivation and high self-regulated
4)   A2,B2,21: Low professional capability with low learning motivation and low self-regulated

Data source
This research uses primary data and secondary data collected to achieve the research goals. Primary data is the research data source obtained directly from original source *not through intermediary)". Primary data of this research was obtained by distributing questionnaire to students. Data used on this research is primary data obtained from respondent through instrument of questionnaire.

Technique of Data Analysis
Instrument Test

Data validity is the measurement showing validity level of instrument. Valid instrument has high validity. The instrument can be said as valid if it is able to measure what researcher wants, to show data from variable appropriately. High or low of instrument shows how far the data collected not deviate from description of intended validity (Suharsimi A.,2010:144). The technique used to examine validity is correlation technique of *product moment* from Pearson. The reliability showed how far the instrument can give consistent measurement result if the measurement is replicated two time or more. According to Suharsimi (2010:171), reliability test can be done by using technique of *Alpha-Cronbach*. Criteria of instrument reliability test used a limitation of 0,6, if Alpha *Cronbach* is greater that 0,6, then the question will be said as reliable.

Collecting Data Method

Collecting data method used on this research used questionnaire, it asks some questions to respondent in form of question list. On this method was used measurement scale by using **Likert Scale** mode with range of 1 until 5.

IV. Analysis Result and Discussion
Result

This research was conducted to know an effect of self-regulated learning and motivation to achieve for professional capability of teacher for student S1 PGSD of science field to be compared with student S1 PGSD regular at UPBJJ Serang. This research was conducted to 58 students S1 PGSD of science field and 42 students S1 PGSD Regular. Data was screened before analyzed to separate the valid data and invalid data. *Result of screening* data for two student groups are 58 for student of science field and 36 for regular student. Based on the *screening on* group student S1 PGSD of science field, there is no invalid data, so that all samples were entered to the following analysis process. But, on group of student S1 PGSD Regular was obtained 6 student has invalid data, because these student were not completing questionnaire about motivation to achieve. So that, on group of student S1 PGSD regular used 36 samples to the following analysis process.

After *screening* data, the student was grouped based on score of teacher professional capability. This grouping had been conducted to separate student with high professional capability and student with low professional capability. The grouping process was conducted by taking 27% of student for each group with the lowest sequence and 27% of student for highest sequence to analysis process. Based on grouping result was obtained amount of student as follows: group of student PGSD of science field are 32 and 20 for student regular. From 58 students S1 PGSD were obtained 16 students with high professional capability and 16 students with low capability. So that, amount of student used in the following analysis on group of student S1 PGSD of science field are 32 students. While from 36 student S1 PGSD Regular were obtained 10 students with high professional capability and 10 students with low professional capability. So that, amount of student used to analyze data on the group of student S1 PGSD Regular are 20 students. Descriptively, average score for student professional capability on each groups are 73,67 for student S1 PGSD of science field and 73,65 for Student S1 regular. Then the two groups of student have average score for professional capabilities are relatively the same, so that score for professional capability based on self-regulated learning are low self-regulated learning (66,83) and high self-regulated learning (77,94). Then, student with high category of self-regulated learning have relatively higher average score of professional capability than student with low category of self-regulated learning. Based on motivation to achieve, the student with low category of motivation to achieve have average score 71,75 for their professional capability. While group student with high category of motivation to achieve have average score 74,68 for their professional capability. Student with high category of motivation to achieve have relatively higher average score for professional capability than student with low category of motivation to achieve.
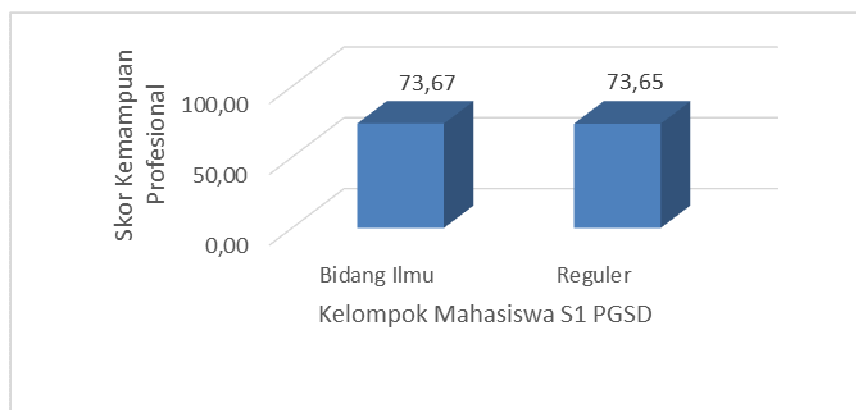
Analysis process with using ANOVA was to know differences of student's professional capability between group of student S1 PGSD of Science Field and Student S1 PGSD Regular based on self-regulated learning and motivation to achieve. Before analysis, firstly we examined the assumption underlying ANOVA. There are two assumptions underlying ANOVA, such as normality and homogeneity of variance. Examination of normality assumption was conducted by using Kolmogorov-Smirnov's test. Normality assumption can be said as met if p-value from calculation result is greater that $\alpha = 0,05$. By using SPSS software was obtained result of normality assumption test as follows:

Variable	Kolmogorov-Smirnov Coefficient	p-value	Note
Professional capability score	0.870	0.435	normal

Based on the table above was obtained p-value as much 0.435 to be greater that α = 0,05 (p>0,05). Based on this examination can be concluded that normality assumption had been met. Assumption test for homogeneity of variance was conducted by using Levene's test. Assumption for homogeneity of variance can be said as met if p-value of calculation result to be greater than α = 0,05. The following is a result test of assumption for homogeneity of variance by using SPSS software was obtained p-value as much 0.113 to be greater than α = 0,05 (p>0,05). Thus, this test result can be concluded that assumption for homogeneity of variance had been met. Analysis result by using ANIVA is presented on table as follows:

Variance Source	Total of Squares	df	Middle Squares	F-Count	p-value
Group	6.014	1	6,014	0,048	0.828[ts]
Self-regulated learning	1345.356	1	1345.356	10,707	0.002**
Motivation to Achieve	31,531	1	31,531	0,251	0.619[ts]
Group * Self-Regulated Learning	7,990	1	7,990	0,064	0.802[ts]
Group * Motivation to Achieve	11,118	1	11,118	0,088	0.768[ts]
Self-Regulated Learning * Motivation to Achieve	135,035	1	135,035	1,075	0.306[ts]
Group * Self-Regulated Learning * Motivation to Achieve	132,080	1	132,080	1,051	0.311[ts]
Error	5528.786	44	125,654		
Total	7337.861	51			

Based on result of ANOVA, on Group variance source was obtained p-value as 0,828 (p > 0,05). This showed that there are no significant score differences of professional capability between student S1 PGSD of science field and student S1 PGSD Regular. Descriptively, average score of professional capability on two student group will be illustrated on graphic as follows:

Based on graphic above showed that average score of professional capability on two student group either student S1 PGSD of science field or S1 PGSD regular are relatively the same. From this examination showed that there are significant differences of professional capability between student S1 PGSD of science field and student S1 PGSD regular. On variance source of self-regulated learning was obtained p-value as 0,002 (p < 0,05). This showed that self-regulated learning factor gave significant effect for score of professional capability. In other word, there is significant difference for average score of student's professional capability with high self-regulated learning and student with low self-regulated learning. Average score for student's professional learning based on self-regulated learning is average score of student's low professional capability is 66,83. While student with high professional capability score is as much 77,94.

From analysis result showed that there is significant differences of professional capability between student with high self-regulated learning and student with low self-regulated learning. Student with high self-regulated learning has better professional capability than student with low self-regulated learning. On variance source of motivation to achieve was obtained p-value as much 0,619 (p > 0,05). This showed that motivation to achieve

factor was not giving significant effect for professional capability. In other word, there is no significant differences for average score of student's professional capability with high motivation to achieve and student with low motivation achieve. Average score for student's professional capability based on self-regulated learning. Average score of student's professional capability with low motivation to achieve is 71,75. While score of student's professional capability with high motivation to achieve is 74,68. Analysis result showed that there was not significant differences professional capability between student with high motivation to achieve and student with low motivation to achieve.

Discussion

As the student if Open University, who has applied the distance learning, we have been demanded to be self-regulated learning and this is expected not depending on lecturer presence to explain material. The tutorial was given by Open University as learning help for student who needs explanation about teaching material. But duty of tutor is only explaining if the student has difficulty when do self-regulated learning. Tutor can be functioned as discussion chairmen when student do the group discussion or classroom discussion. Thus the flow of question and discussion can take place well. Student with high category of motivation to achieve have relatively higher average score for professional capability than student with low category of motivation to achieve. Motive is often meant as intention. An intention is the power to move the soul and physical for doing something. In this manner, motive is the *driving force* that generate human to behavior, and this behavior has certain goals. Motive is a situation which causes the student will be capable to do and direct the conduct or activities to achieve certain goals. There is no significant difference of score for professional capability between student S1 PGSD of science field and student S1 PGSD Regular. Self-regulated factor gives the significant effect for score of professional capability. In other word, there is significant difference of average score for student's professional capability with high motivation to achieve and student with low motivation to achieve. There is no significant difference of average score for student's professional capability with high motivation to achieve with student with low motivation to achieve. There is no significant difference of professional capability between student with high motivation to achieve and student with low motivation to achieve.

Professional of teacher in science field or regular teacher are the same, this is more likely for two groups of teacher, because everyday the teacher is really teaching the student. Two groups of teacher in completing subject of Stabilization of Professional Capability (SPC) and in arranging a reporting are not experiencing difficulty or in other word, the teacher expose their experience of teaching in arranging the reporting of SPC. The rising problem during learning had been paid attention and written and also resolved based on their ways. This is as teacher's capital in arranging a reporting of SPC. The analysis result showed that student with high self-regulated learning has a better professional capability than student with low self-regulated learning. This showed that regular student who has a long time become student of Open University will be habituated in self-regulated learning in understanding modules in Open University. While a new student S1 PGSD of science field in Open University must be still adapted with environment. Student who is still looking for pattern in understanding module must habituate by themselves in reading module when tutorial or before tutorial. Study period for student S1 PGSD of science field are only three semester, while student S1 PGSD regular have study period during ten semester.

Self-regulated learning of student S1 PGSD of science field should be educated and fertilized, so that they want to read and learn modules. Don't so much expect for lecturer or tutor want to explain all material of modules, because role of tutor in distance education is only helping student to understand modules, but not to explain modules. Therefore, the tutor will explain the module if there is question or student doesn't understand of the material of modules.

Conclusion and Suggestion
 Conclusion
Student with high motivation to achieve has a relatively high average score for professional capability than student with low category of motivation to achieve. (1) There is no significant differences in score of independence professional between student S1 PGSD of science field with regular student S1 PGSD; (2) Self-regulated learning factor gives significant effect for professional capability score; (3) There is significant differences in average score of professional capability for student with high self-regulated learning and student with low self-regulated learning; (4) There is no significant differences in average score of professional capability for student with high motivation to achieve and student with low motivation to achieve; and (5) There is no significant differences for professional capability between student with high motivation to achieve and student with low motivation to achieve.

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