PREFACE

This study resulted from the desire to understand the complexity of science learning in this 21st century. Nowadays teachers and students are capable on accessing an enormous quantity of information available to be applied in learning. As a consenting adult, it would not be difficult for teacher to filter and control information for learning purpose. On the contrary, students were not having the same capability to utilize the information maximally, they would rather to access information related with their interest and enjoyment this condition will eventually hindered learning process. Self-regulated learning, an emerging construct in educational psychology were claimed to be an answer on fostering a community of students that could utilize the enormous amount of information optimally. Unfortunately this issue were still rarely addressed in the field of science education, for that instance it is becoming important to be studied.

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Khalifatulloh Fiel’ardh
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I realize that this study is still far from perfection, a more comprehensive study need to be conducted in the next. In the end author hopes that this piece of study could contribute to the development of Biology Education.

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