

Overview of Self-Regulated Learning in College Students Participating in Online Learning

Tenriwali Ridha Rahmah^{1*}, Nirwana Permatasari²

¹ Student of Master Professional Psychology Study Program, Padjadjaran University

² Doctoral Program at the Faculty of Psychology, Universitas Airlangga and Psychology Study Program, Faculty of Medicine, Hasanuddin University

*Corresponding author. Email: tenriwali21002@mail.unpad.ac.id

ABSTRACT

The online learning process brings new changes and dynamics for students, one of which is the demand for independent study. These demands make students need self-regulated learning abilities that can help students set goals to be achieved in the learning process by determining the strategies to be used. The existence of goals to be completed and strategies prepared by students can help students to be able to organize themselves in the learning process and make it easier for students to study independently. This study aims to discover the description of self-regulated learning in students who participate in the online learning process. This research is quantitative research with descriptive type. The sampling technique used is convenience sampling with 155 respondents. The data collection process uses the self-regulated learning scale (SRL-S) and several open-ended questions. The results showed that self-regulated learning in students who participated in online learning was in the medium category. This is because most students already have self-confidence that can motivate and help students to have goals to be achieved in the learning process.

Keywords: *self-regulated learning, online learning, college student*

1. INTRODUCTION

The Covid-19 pandemic has a significant impact on the life sector, one of which is education. The learning process that has been done in the classroom in the school environment and the direct interaction between lecturers and students is now turned into a learning process carried out at home known as online learning (in the network) using intermediary media such as laptops or mobile phones. This condition is not easy to do by students and lecturers, one of which is because it does not have the readiness to conduct the learning process with online methods and the essence of online learning goals has not been tested effectiveness.

The process of learning online brings new changes and dynamics. Changes faced by students are a very controlled learning process ranging from the environment, schedule, facilities, and the existence of lecturers and the face-to-face process between lecturers and students during the learning process. They were currently changed due to limited access out of the house, which resulted in reduced control in some ways. Reduced contact between lecturers and students

makes it difficult for lecturers to condition learning behavior in students [1]. Students are also required to learn independently to become teachers for themselves, especially in understanding learning materials and motivating themselves.

The demands of independent learning for students who follow online learning have been revealed in research conducted by Wulandari, Kholida, Kholisah, and Octaviani, which shows the change in the learning process from face-to-face to online learning makes it difficult for students to understand the material [2]. This is due to internet access experiencing disruption during the learning process and making students miss out when lecturers explain the material. In addition, the media and learning methods used by lecturers have an impact on students; namely, students are unable to understand the material taught. This condition finally requires students to be able to have independent learning initiatives and find other learning resources to increase their knowledge and also to be able to understand the material taught by lecturers.

The existence of demands to students to learn independently makes students need to have the ability

to organize themselves in learning or so-called self-regulated learning. Zimmerman defines self-regulated learning as the learner's ability to actively participate in the learning process by metacognition, motivation, and behavior. Individuals can regulate themselves by planning, organizing, self-instructing, monitoring, and evaluating themselves in the learning process. Motivationally, individuals who learn would feel competent, self-confident, and have independence. Behaviorally, individuals who learn can select, arrange, and organize the environment to be more optimal in learning [3]. So that self-regulated learning skills are needed by students in the online learning process.

Self-regulated learning will help students to become independent learners. Research conducted by Fitriati and Mutianingsih suggests that self-regulated learning can direct individuals (students) to learn independently actively and provide motivation in achieving better learning achievements [4]. Anderman and Anderman also showed that students who perform well by setting more specific learning goals use more strategies in learning to achieve expected goals, monitor themselves in the learning process, and more systematically evaluate progress in achieving goals [5].

In addition to being independent learners, students are also required to be more active in learning, such as looking for other learning resources and understanding the purpose of learning. This condition becomes a challenge in itself, especially for new students, because the learning process at the previous level is different, namely from learning that is structured and controlled by teachers turned into learning that demands independence in students. The research results put forward by Manjunath show that self-regulated learning encourages learners to actively seek new knowledge rather than react to situations that provide learning opportunities [6]. Zimmerman and Pons revealed that one of the factors that can affect self-regulated learning is the knowledge possessed by individuals and self-observation related to the level of progress achieved in the learning process.

Therefore, it can be concluded that self-regulated learning can help students to set goals to be achieved in the learning process, making it easier for students to establish strategies that will be used during the learning process to achieve these goals. The existence of goals to be completed and strategies prepared by students can help students to be able to organize themselves in the learning process and make it easier

for students to learn independently. Based on this, researchers are interested in conducting research related to self-regulated learning in students who attend online learning.

2. THEORETICAL OVERVIEW

Zimmerman defines self-regulated learning as the learner's ability to actively participate in the learning process metacognitively, emotionally, and behaviorally. Metacognitively, Zimmerman refers to an individual's ability to regulate themselves in planning, organizing, giving instruction, monitoring, and evaluating themselves in the learning process. Emotionally refers to individuals who have self-efficacy, feel competent, and have independence. Behaviorally, individuals can select, organize, and organize their environment to be more optimal in learning [3].

Zimmerman proposed three phases of turnover in self-regulated learning, namely planning (forethought and planning), implementation (performance monitoring), and evaluation (reflections on performance). The turnover of self-regulated learning can be perfect if the reflection process can affect the planning process as long as the individual tries to acquire the following knowledge [7].

The planning phase is concerned with the initial steps taken by the individual to determine the stages to be taken to achieve the task. There are two categories in this phase: task analysis and self-motivation. Task analysis includes the determination of learning outcomes to be achieved and actions directed towards achieving those goals. Self-motivation includes self-efficacy, interest, and judgment that encourages achieving the expected goals [7].

The implementation phase is a process that occurs during the individual's actions to achieve the goals set in the previous phase by implementing the strategy and monitoring the effectiveness. There are two categories in this phase: self-control and self-observation. Self-control is a direction or concentration of attention to help concentrate on the task presented. Self-observation refers to individual traceability of the performance displayed, environmental conditions, and consequences obtained [7].

The evaluation phase is the process of assessing the progress made with the goals set. There are two categories: Self-assessment and self-reaction. Self-assessment is self-evaluation of the performance displayed by individuals to achieve goals and explain

significant causes of the results achieved. Self-reaction is the second process that occurs in this phase and will continuously affect the planning phase and impact future performance against the goals that have been set [7].

Zimmerman and Pons suggest that the factors that influence self-regulated learning consist of three: within self, behavior, and environment. Factors within the self include knowledge (declarative knowledge, procedural knowledge, and conditional knowledge), decision-making, academic goals and consistency, and emotional states perceived by individuals (including feelings of pleasure or unpleasantness). Behavioral factors include self-observation (individual responses involving systematic monitoring of learning outcomes to be achieved), self-assessment (individual responses that compare between results that have been achieved and goals that have been set), and self-reactions. Environmental factors include social experiences that refer to an individual's experience when interacting with other individuals and environmental structures that refer to environmental circumstances that assist individuals in the learning process.

3. METHOD

The study used descriptive analysis methods to explore primary data using online questionnaires directly. The stages of descriptive analysis are collecting data related to participants' backgrounds based on the questionnaire, exploring data based on predetermined variables, and exploring open questions. Participants in this study amounted to 155 people who were obtained using convenience sampling techniques. Data collection is done using a self-regulated learning scale (SRL-S) consisting of 54 items and in the form of Likert scales with ranges 1 (very inappropriate) to 5 (very suitable). In addition, researchers provide open-ended questions to get a picture of students who attend online learning. The validity of the SRL-S gauge is 0.894 and reliability is 0.743. This means that the SRL-S scale is reliable.

4. RESULT AND DISCUSSION

The data showed the number of participants involved in this study as many as 155 people, where 70% were female and 30% were male. Participants involved in the study ranged in age from 17 to 22. In addition, 74% of the participants had participated in online learning for 13 to 24 months, 23% followed online learning for 1 to 12 months, and the remaining 3% followed online learning for more than 24 months.

Participants in this study explained some of the problems faced in the online learning process. This problem can be seen in the following image.

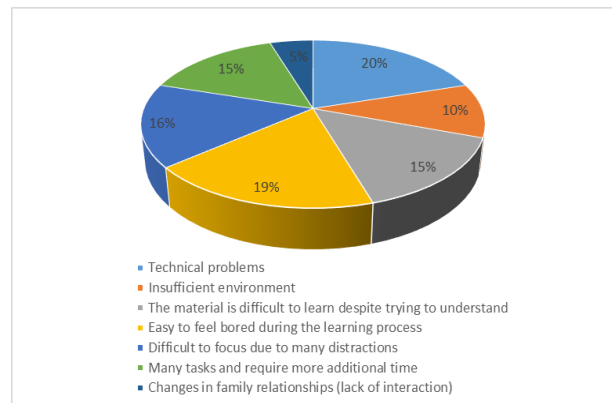


Figure 1. Problems in online learning

Based on figure 1, it can be seen that in online learning, the most common problems faced by students are technical obstacles such as network connections. The problem was felt by 20% of the participants who participated in this study. In addition, the problem that students quite widely think is easy to feel bored during the online learning process as much as 19%. This is because students only have activities to stare at the laptop or computer screen and the methods used by lecturers do not vary as to when face-to-face learning so that students feel bored with the learning process.

There were 16% of participants experiencing difficulty focusing due to the many distractions such as mobile phone notifications when learning and 15% of participants experienced problems related to the number of tasks given during online learning so that it requires more additional time. Based on this, it can be concluded that the issues most faced by participants in the online learning process include technical constraints, ease of feeling bored, difficulty focusing, and many tasks.

The problem shows that students need self-regulated learning skills to help students in the online learning process. Research conducted by Muasyaroh & Royanto that self-regulated learning can regulate the learning process in students to be more active and independent and help manage information and self-regulated learning becomes a prerequisite in the readiness of individuals in conducting learning, especially distance learning [8]. In addition, Oyelere, Olaleye, Balogun, & Tomczyk revealed that the many problems faced during the online learning process require self-regulated learning skills to make students

more diligent, focused, disciplined, and acquire knowledge independently [9]. It can be concluded that students need self-regulated learning to attend the learning process online.

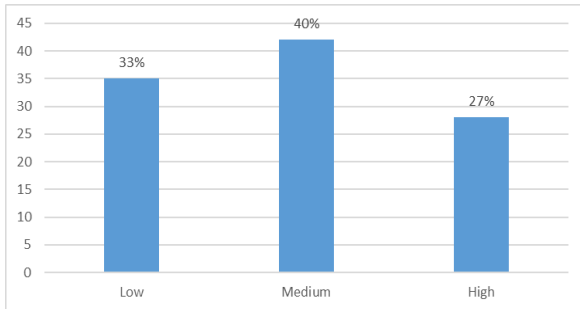


Figure 2. Self-regulated learning

Figure 2 shows that as many as 40% of participants have self-regulated learning in the moderate category, 33% of participants are in the weak category, and 27% of participants are in the high category. This suggests that most of the participants in the study had self-regulated learning in the moderate category. This means that students are sufficiently able to manage their thoughts, feelings, and actions during the online learning process to achieve learning goals. However, self-regulated learning in students still needs to be developed. Know the skills that need to be developed from students to have better self-regulated learning skills can be seen from figure 3.

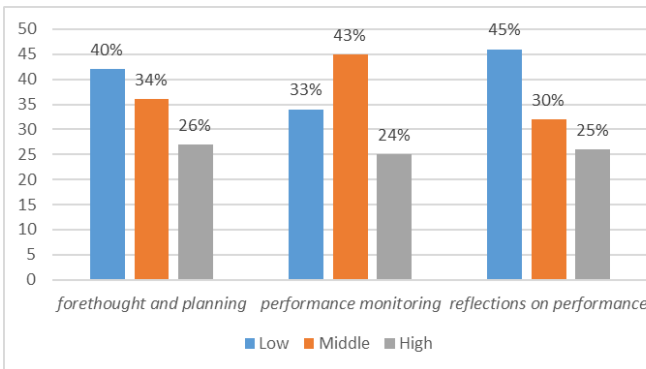


Figure 3. Dimension of self-regulated learning

Based on figure 3, the dimension with the highest score is planning (*forethought and planning*), which is 26% of participants. The dimension with the lowest score is evaluation (*reflections on performance*), which is 45% of participants. This shows that students have been able to set goals in the learning process. Zimmerman revealed that planning deals with the initial steps taken by individuals to determine the stages to be taken to accomplish the task. The stage is the analysis of tasks and self-motivation. Task analysis

includes the determination or determination of learning outcomes to be achieved and actions directed towards achieving those goals. Self-motivation includes self-efficacy, interests, and judgments that drive to achieve the expected goals.

The high score obtained in the dimension of planning (*forethought and planning*) because students have realized the most needed things in helping students attend the online learning process is the existence of self-efficacy that can motivate students and the goals that students want to achieve in the learning process. This can be seen from figure 4:

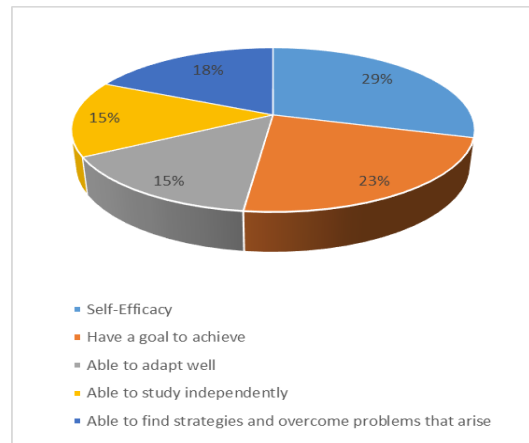


Figure 4. What is needed from within

Participants revealed that what is needed from within to help in the online learning process is self-efficacy (self-efficacy) as much as 29%, has a goal of as much as 23%, and has a strategy in the learning process as much as 18%. Zimmerman also revealed that having goals is essential because goals can help individuals manage actions and help individuals to find motivation from within in the learning process. This motivation allows individuals to make progress and find a more enjoyable learning process to achieve goals.

The dimension with a low score is evaluation (*reflections on performance*) because students do not conduct an assessment process on the results obtained by reviewing or looking back at the goals that have been set. Research conducted by Khoerunnisa, Rohaeti, and Ningrum shows that one of the causes of low self-regulated learning is the inability of individuals to evaluate the learning outcomes that have been achieved [10].

The problems faced by students in the online learning process are technical constraints, ease of feeling bored, difficulty focusing, and many tasks. Problems faced during the online learning process

require self-regulated learning skills to make students more diligent, focused, disciplined and acquire knowledge independently. The ability to self-regulated learning in students is in a moderate category. During the online learning process, students are sufficiently able to manage their thoughts, feelings, and actions to achieve learning goals. This can be achieved because students have self-efficacy that can provide motivation and help students to have goals to be achieved in the learning process. The dimensions that need to be developed by students are evaluation (reflections on performance) because students do not do the assessment process of the results obtained by reviewing or looking back at the goals that have been set.

5. CONCLUSION

The problems faced by students in the online learning process are technical constraints, ease of feeling bored, difficulty focusing, and many tasks. Problems faced during the online learning process require self-regulated learning skills to make students more diligent, focused, disciplined, and acquire knowledge independently. The ability to self-regulated learning in students is in a moderate category. During the online learning process, students are sufficiently able to manage their thoughts, feelings, and actions to achieve learning goals. This can be achieved because students have self-efficacy that can provide motivation and help students to have goals to be achieved in the learning process. The dimensions that need to be developed by students are evaluation (reflections on performance) because students do not do the assessment process of the results obtained by reviewing or looking back at the goals that have been set.

AUTHORS' CONTRIBUTIONS

Tenriwali Ridha Rahmah contributed to conceptualization, methodology, validation, analysis, investigation, writing. Meanwhile, Nirwana Permatasari contributed to conceptualization, methodology, investigation, analysis. All authors reviewed the results and approved the final version of the manuscript.

ACKNOWLEDGMENTS

For participants and all parties involved in this study.

REFERENCES

- [1] Dabbagh, N., & Ritland, B. *Online Learning, Concepts, Strategies, And Application*. Ohio: Pearson. (2005).
- [2] Wulandari, C. S., Kholida, M., Kholisah, Octaviani. *Effectiveness of Tutoring Activities in Helping Students Understand Online Learning Materials From School*. KKN UNNE. (2020). 1-9.
- [3] Zimmerman, B. A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*. (2004). 4(2), 22-63.
- [4] Fitriati, S. R., & Mutianingsih, N. *Improved Self-Study Ability in Research Operational Courses through Self-Regulated Learning*. Mosharafa. (2020). 9(1), 95-106.
- [5] Anderman, E., & Anderman, L. *Classroom motivation*. Upper Saddle River: Merrill. (2010).
- [6] Manjunath, S.-S., Masimba, N., & Omar, Z. *Self-regulated learning: why is it important compared to traditional learning in medical education?. learning: why is it important compared to traditional learning in medical education*. *Advances in Medical Education and Practice*. (2017). 8, 2430246.
- [7] Zumbrunn, S., & Roberts, E. *Encouraging Self-Regulated Learning in the Classroom: A Review of the Literature*. Metropolitan Educational Research Consortium. (2011). 3-20.
- [8] Muasyaroh, H., & Royanto, L. *Distance Learning in The Covid-19 Pandemic: The Role of Digital Literacy and Task Value Towards Self-Regulated Learning of Students*. *Journal of Psychology Ulayat: Indonesian Journal of Indigenous Psychology*X(X). (2020). 1-19.
- [9] Oyelere, S. S., Olaleye, S., Balogun, O., & Tomczyk, Ł. *Do teamwork experience and self-regulated learning determine the performance of students in an online educational technology course?* *Education and Information Technologies*. (2021). 26, 5311–5335.
- [10] Khoerunnisa, N., Rohaeti, E., & Ningrum, D. *Self-Regulated Learning of Students Towards Online Learning During the Covid 19 Pandemic*. (2021). *Focus* 4(4), 298-308.