



SELF-REGULATED LEARNING BEHAVIORS OF ENGLISH STUDENTS THROUGH E-LEARNING AT UNIVERSITAS PGRI SUMATERA BARAT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perilaku belajar mandiri mahasiswa Bahasa Inggris tahun ajaran 2017 melalui e-learning di Universitas PGRI Sumatera Barat. Permasalahan yang terjadi pada para mahasiswa pendidikan jarak jauh di antaranya adalah kurangnya motivasi dan penundaan, gangguan dari teknologi, pekerjaan dan keluarga, juga kecenderungan menggunakan metode reaktif daripada metode proaktif. Dalam penelitian ini, peneliti menggunakan desain penelitian deskriptif dengan menggunakan metode campuran. Peneliti mengumpulkan data dengan menggunakan Online Self-Regulated Learning Scale (OSLQ) dan wawancara. Ada 44 mahasiswa yang berpartisipasi dalam penelitian ini. Hasil penelitian menunjukkan bahwa mahasiswa harus meningkatkan keterampilan dan pengetahuan mereka tentang bagaimana mengelola dan meningkatkan antusiasme pembelajaran online mereka.

Kata Kunci : Perilaku Belajar Mandiri, E-learning, Pendidikan Jarak Jauh.

INTRODUCTION

Corona virus disease or COVID 19 has spread all over the world and become global health crisis in early 2020. It makes a lot of changes in all aspects of life, include education. The educational system has changed from offline into online learning for all levels of education. This transition requires students to make changes and adjust themselves with their new behaviors in the learning process.

Students must be able to manage and optimize their learning because the lecturers cannot control how they study at home. Students are the learning center of their own learning management, so that they have responsibility towards themselves. This is where the role of self regulation is crucial in maintaining the learning activities for distance education students.

Self regulated learning refers to the individual's generated thought



and behaviors which serves as the mechanism to achieve their learning goals. It can be viewed as requisite discipline of individual where they perform skills and strategies in their learning process.

Self-regulatory behaviors consist of goal setting (setting up the learning goals), environment structuring (deciding the place for study with minimum distraction), time management (setting up time consuming on each learning activity), help seeking (asking for assistance from tutors, peers or the expert of the area concern), self-evaluation (self-reflected the personal performance with the learning goal and achievements), and metacognition (knowledge of controlling cognitive activities).

There are some difficulties faced by the students when applying self-regulatory skills in academic life. Zoltowski and Teixeira (2020) found that students have problem in engaging to the learning and fulfilling their academic demands. It can be due to its relationship between

their motivation and performance. The lack of motivation and postponement within the learners can be caused by the feeling of their mind when they think there are many dividing walls restrict their learning activities. It is because they cannot see and doing interaction with their lecturer or their peers directly. This postponement makes low completion rate on students' task.

Moreover, since the structured and controlling class change into online class, students may face difficulty to optimize their learning because of the distraction from the technologies, work and family when they are trying to learn. It is hard to avoid technology distraction because the students use their phone or computer with internet network during their online learning. Then, the students have to deal with another distraction when they study at home. They may be distracted by some other demands. They need to balance their work with their study which affects their learning quality. Also, the learning activities can be



disrupted by the family member when they are talking to the students while they do their task or during the learning process.

Lastly, students do not choose the appropriate strategy on the online learning course. Zimmerman (2000) states students tend to use reactive method during their learning process where they respond to the events after it has happened instead of using proactive strategies that in most cases it is not effective in regulating activities. Students do not plan and prepare for their learning that make them difficult to deal with unexpected event in the future.

METHOD

The design of this research was a descriptive research design using mixed method. Descriptive design was used because the quantitative and qualitative data that were collected would be presented descriptively. In this study, the researcher chose descriptive research design in order to analyze students' Self-regulated Learning behaviors through e-learning during distance

education. Participants of this research were the English students in academic year of 2017 at University of PGRI Sumatera Barat. The students came from A session, B session and C session. The total number of the participants was 44 students.

In this study, the researcher gathered the data by using Online Self-Regulated Learning Scale (OSLQ) by Barnard et al. (2009). The questionnaire consisted of 24 items with a 5-point Likert-type format. It was used to find out what particular of the dimension that was successfully applied by the students. The data from the questionnaire was analyzed by using Statistical Package for Social Science (SPSS). Then, interview was used to find out the consistency of students in answering the questionnaire. The questions of this interview was related to the questionnaire in order to strengthen result of the data and also guided by the scales from Abadikhah, Aliyan, and Talebi (2018). The used of individual interview might be more



appropriate when discussing topic that require self-disclosure.

FINDINGS AND DISCUSSION

A. Questionnaire

Table 1. Percentage of Goal Setting Items

GOAL SETTING	Percent	Type
I set standards for my assignments in online courses.	40.9	Agree
I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	52.3	Undecided
I keep a high standard for my learning in my online courses.	50.0	Undecided
I set goals to help me manage studying time for my online courses.	38.6	Agree
I don't compromise the quality of my work because it is online.	43.2	Disagree

The items of goal setting indicate that the students can set goals and manage their learning. They know what they want and what they should do to achieve it. However, they do not seem to set short and long term goals properly. They also do not seem to keeping high standards for their learning. These students do not aware about their quality of work for their online course.

Table 2. Percentage of Environment Structuring Items

ENVIRONMENT STRUCTURING	Percent	Type
I choose the location where I study to avoid too much distraction.	47.7	Agree
I find a comfortable place to study.	45.5	Agree
I know where I can study most efficiently for online courses.	54.5	Agree
I choose a time with few distractions for studying for my online courses.	38.6	Agree

From the table above, it is clear that students know how to manage their learning environment properly. They know how to find the place where they can study efficiently. They have a comfortable place for study with less distraction. The places that can make them enjoy the learning. Students can also determine the right time for study where there was no distraction.

Table 3. Percentage of Time Management Items

TIME MANAGEMENT	Percent	Type
I allocate extra studying time for my online courses because I	40.9	Undecided

know it is time-demanding.

I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule. 50.0 Agree

Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days. 40.9 Undecided

The result from time management dimension shows that the students do not seem to allocate and scheduling time for their learning effectively. They can make their own learning schedule. But, they do not constantly distributed time for study, such as when they do not have to attend daily classes.

Table 4. Percentage of Help Seeking Items

HELP SEEKING	Percent	Type
I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.	40.9	Agree
I share my problems with my classmates online so we know what we are struggling with and how to solve our problems	56.8	Agree
If needed, I try to meet my classmates face-to-face.	40.9	Undecided
I am persistent in getting help from the instructor through e-mail	47.7	Undecided

In the terms of help seeking, it is clear that the distance education students do not have problem to seek for help during their online learning. They have someone who knowledgeable about the learning material that they can share the

problem with and solve it together. The students do not have problem in seeking help whether from friends or lecturer. The first people that they ask for help are their friends. And when they do not get the answer, they try to contact their lecturers.

Table 5. Percentage of Self-Evaluation Items

SELF-EVALUATION	Percent	Type
I summarize my learning in online courses to examine my understanding of what I have learned.	43.2	Agree
I ask myself a lot of questions about the course material when studying for an online course.	40.9	Agree
I communicate with my classmates to find out how I am doing in my online classes.	38.6	Agree
I communicate with my classmates to find out what I am learning that is different from what they are learning.	50.0	Agree



In this dimension, researcher tried to find out how the students set the criteria for judging themselves. The items of self evaluation indicate that the students have performed self evaluation skill for assessing their learning performance properly. They know how to examine their understanding, they also

communicate with each other to find out their learning progress. The data obtained described that students assess their performance based on their understanding of the learning material by making summarizing, compare what they have learnt with friends or communicating it with their classmates.

Table 6. Percentage of Metacognition

METACOGNITION	Percent	Type
I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom.	50.0	Undecided
I read aloud instructional materials posted online to fight against distractions.	38.6	Undecided
I prepare my questions before joining in the chat room and discussion.	47.7	Undecided
I work extra problems in my online courses in addition to the assigned ones to master the course content.	43.2	Undecided

The last point is metacognitive self-regulatory learning. Based on the result of the questionnaire, the statements in metacognition dimension indicate that the students do not manage their understanding of the learning effectively. They have struggled to find the major points and make notes toward their online learning. They do not fight the distraction by reading aloud the course material. The students do not

seem to ask question related to the learning material that they were working on or working extra problem to master the course content.

B. Interview

Researcher chose interview to convince and strengthen the students' responses in the questionnaire. In conducting the interview, the questions are adopted from to the questionnaire and adjusted based on the definition of each dimension

explained in Abadikhah, Aliyan, and Talebi (2018):

Table 7. Interview scales of Self Regulated Learning Behavior

Dimensions	Scales	More information on the scales
Motive	Goal-setting	“Specifying intended actions or outcomes” (Schunk and Zimmerman 1998)
Method	Metacognition	“Analyzing tasks and identifying specific, advantageous methods for learning”(Schunk and Zimmerman 1998)
Time	Time-management	“Estimating and budgegeting use of time”(Schunk and Zimmerman 1998)
Performance	Self-evaluation	“Setting criteria and using them for judging oneself”(Schunk and Zimmerman 1998)
(Schunk and Zimmerman 1998)Physical environment	Environmental structuring	“Locating places to study that are quiet or not distracting”(Dembo and Eaton 2000)
Social environment	Help-seeking	“Selection of particular models, teachers or books to help oneself to learn”(Schunk and Zimmerman 1998)

a. Goal Setting

“Do you set short-term goals or long-term goals? What are the steps to accomplish your goals?”

Four participants stated that they set goals for their learning. The goals based on the deadline of the task, long term goals (for the semester) or weekly goals. Then, the effort that they give to help them accomplish the goals are complete the task given on time and trying to understand the learning material that can help them in doing the exam. Also, the students re-learn the course material that they have studied in the class before the

examination day. But, there is one participant that gave different answer where she does not set goals for her learning.

b. Environment Management

Where do you study during online course? How do you choose the most efficient place for study?

There are students that study at home, boarding house or the place where they can find signal for their online learning. They can study comfortably and quietly in the place. There are two students that study at their hometown where it is not easy to get the signal. They should go



outside to find the place where they can get signal for their online learning. And the other students have no struggle with the signal and the place they live in, whether it in their boarding house or their home, they do not face that problem. They can choose wherever they want to study do not depend on the signal but depend on other consideration such as the room that they want to use or the distraction that might happen at their home. Based on the students' responses, we can say that students know how to choose the most efficient place for study. They can determine where they can focus for study with less distraction.

c. Metacognition

What is the easiest way for you to learn during online learning? What do you do to master the hardest part of your online material?

In the terms of metacognition dimension, the easiest way for students to learn during online learning are from lecturer explanation, google, YouTube, journals, ect. And in mastering the hardest part of the material, they read

the material again, find the explanation from journal or other sources in the form of e-book, translate and try to understand it. Some of the students ask their friends that have a better understanding of the material. And if they still can not understand the hardest part of their learning, they ask for the explanation from their lecturer. Students know have strategies for their online learning. They know how to handle their struggle, how to find information they needed and people that may help them overcome the hardest part of their online learning.

d. Time Management

Do you scheduling time every day or every week for your online course? How do you allocate time for your learning?

In responding to the question of time management dimension, two students answer that they do not make a learning schedule, the only follow the class schedule from campus. These students do not estimate their own study time. Then, another two students say that they have weekly schedule and they study



at night. But, if there are assignments that must be completed in few hours, the student will work on it at that time. And the last participant stated that she has no schedule, she studies whenever she wanted to.

e. Help Seeking

What do you do to seek for help during online learning? Do you interact with your instructor or other students to share the learning problems and try to ask for help?

In the terms of help seeking, all of the participants have the same answers. The students have people that can help them. They ask for help from friend with a better understanding about the course content. Their friends can share with them to solve the learning problems. And only contact the lecturer if they cannot solve the problem.

f. Self-Evaluation

What do you do to find out your learning progress? How much effort did you put into your online course?

Two students said that they evaluate themselves from the final result. The first participant thinks that she gives total effort for her learning, but the other student stated

that he gives ordinary effort, because he does not really feel the process and progress of the learning. The third participant see the quality of herself from the completeness of the task and she really try her best for her learning. The fourth participants evaluate her performance it based on her understanding of the learning material and she also tries her best during online learning. And the last participant takes a self-test to evaluate herself and gives no extra effort for study during this semester.

CONCLUSION

Students have successfully applied environment structuring and self evaluation dimensions. They can manage their study environment and choose the location with less distraction to make their learning efficient and comfortable. Students show that they can use their self-evaluation skill properly to examine their understanding, find out their learning progress and to compare their what they have learnt with each other.



Then, students are moderately successful in the terms of time management and help seeking. They do not seem to manage and scheduling their study time effectively. But in help seeking dimension, students do not show that they have problem in getting help from other, they have people to ask and discuss about the course content.

And the last two are goal setting and metacognition. Two dimensional rank is at a low level. In the terms of goal setting, students can set goals for their online course, but they do not seem to create goals with the high standards. Then, in the terms of metacognition, students show that they have awareness of their own learning by trying to get information from any sources to understand and organize thought of the course content.

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