



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



STUDENTS' SELF-REGULATED ON ONLINE LEARNING DURING COVID 19 PANDEMIC

KEMANDIRIAN SISWA DALAM BELAJAR ONLINE SELAMA PANDEMI COVID 19

¹Indra Johari, ²Niza Syaveny

Email: syavenyniza@gmail.com; i2nd_jo@yahoo.co.id

STKIP YDB Lubuk Alung

Abstract

Online learning is the solution on pandemic Covid-19 situation since agreed by Indonesia education ministry. In online learning, students' self-regulated is needed to support their learning without any direct interaction with the teachers. This research was aimed to describe students' self-regulation in online learning during Covid-19 pandemic based on its indicators. The population of the research was all English department students of STKIP YDB Lubuk Alung. By using total sampling the population become the sample of the research. The instrument of the research was questionnaire of students' self-regulated in learning. Based on the research finding, it can be seen generally, students' self-regulated in online learning was on fair category (43.47%). Students' self-confidence, discipline, responsibility, initiative, and self-control were on high until very low category, there were no students on very high category. Students' independent was on very high until very low category. Based on the finding, it can be concluded that the students having different self-regulated in online learning. It indicated that not all the students are ready to online learning.

Keywords: self-regulated, learning

Abstrak

Pembelajaran online merupakan solusi atas situasi pandemi Covid-19 yang telah disepakati oleh Kementerian Pendidikan RI. Dalam pembelajaran online, diperlukan pengaturan mandiri siswa untuk mendukung pembelajarannya tanpa interaksi langsung dengan guru. Penelitian ini bertujuan untuk mendeskripsikan regulasi diri siswa dalam pembelajaran online selama pandemi Covid-19 berdasarkan indikatornya. Populasi dalam penelitian ini adalah seluruh mahasiswa Jurusan Bahasa Inggris STKIP YDB Lubuk Alung. Dengan menggunakan total sampling maka populasi menjadi sampel penelitian. Instrumen penelitian berupa angket kemandirian belajar siswa. Berdasarkan temuan penelitian, terlihat secara umum kemandirian siswa dalam pembelajaran online berada pada kategori sedang (43,47%). Rasa percaya diri, disiplin, tanggung jawab, inisiatif, dan pengendalian diri siswa berada pada kategori



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



tinggi sampai sangat rendah, tidak ada siswa pada kategori sangat tinggi. Kemandirian siswa berada pada kategori sangat tinggi hingga sangat rendah. Berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa memiliki regulasi mandiri yang berbeda dalam pembelajaran online. Hal tersebut menunjukkan bahwa tidak semua siswa siap untuk belajar secara online.

Kata kunci: *self-regulated, belajar*

1. INTRODUCTION

Indonesia education ministry on *UU No. 20 Tahun 2003 tentang Sisdiknas Pasal 1 Ayat 20* states that “education is interaction process between teacher, students and learning source on learning environment”. It can be said that in learning the teacher and student need cooperation to create effective learning. The collaboration can be created through discussion, interaction, giving feedback and evaluation of the learning process. In fact, on 2019/2020 academic year, the process of learning cannot be carried out based on the plan agreed upon by education ministry because of Indonesia is affected by Corona Virus Diseases (*Covid-19*). WHO site explains that *Covid-19* affect human respiratory such Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). This disease was found on Wuhan China on December 2019. This condition led the government to chances social activities including on education field.

Education minister declare a regulation on issue letter *Surat Edaran No 3 tahun 2020 pada Satuan Pendidikan dan Nomor 36962/MPK.A/HK/2020* of education process on emergency period of *Covid-19* is done on online learning. Online learning was chosen to be one of solution in *Covid-19* pandemic. Online learning is a learning process without a meeting between teacher and students in the classroom. There is no face to face interaction, discussion and evaluation but these only use available platform in learning. Online learning will give the new experience to the teacher and students. The teachers are being able to create material, media, and learning source by using the technology and the students are asked to be active, creative, having initiative and independence in learning. Active, creative, and initiative are needed in managing the material in online learning, while independence can be said students’ self-regulated in learning.

Self-regulated can be defined as students capability to get the goals and solve the problems in learning. Broockfield (2000) argues that self-regulated learning is students’ awareness to set the learning. It means students have a strong desire that comes from their self. In line, Gibbons (2002) states that self-regulated learning are developing a knowledge, skills, and individual to determine learning goal and use the methods to support learning activity. However, Sugianto (2020) claims that self-regulated learner having characteristics; not depend on others, having a good idea in learning, having capability to solve the problems in learning. Moreover Hidayat, Ana, Fildzah and Hari (2020) summarize that self-regulated learning is pointed by



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



capability to solve learning problem, improve thinking way in learning, having responsibility to work, and do not rely on others for learning.

Other theory Hidayati and Listiyani (2010) classify of self-regulated students into six characteristics; not dependence on other, having self-confidence, having responsibility, behaves an initiative, and having self-control. Self-regulated in learning is important for the students especially during *Covid-19* pandemic. The students need to do their work alone, manage the time learning, attend online discussion and make responsibility to the teacher or lecturer.

2. METHOD

This research was quantitative descriptive research. The data was collected on 25th September until 6th Oktober 2020. The population on this research was the all the students of English department of STKIP YDB Lubuk Alung consist of 46 students. The technique sampling in this research was total sampling. The distribution of the sample can be seen in the table 1.

Academic year	Semester	Total of students
2015/2016	11	15
2016/2017	9	6
2017/2018	7	6
2018/2019	5	9
2019/2020	3	2
2020/2021	1	8
Total		46

Table 1. Population and sample of the research

The instrument of the research was questionnaire based on the indicators and sub indicators of self-regulated in learning (Hidayati and Listiyani, 2010). *Likert* scale was used in developing the questionnaire. There were five alternative answers with the different score in the questionnaire; strongly agree (SA=5), agree (A=4), neutral (N=3), disagree (D=2), and strongly disagree (SD=1). The questions of the questionnaire consist of positive and negative statement. The distribution of the questions in the questionnaire can be seen in the table 2 below:



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



Indicator	Number of questions	Total number	Valid	Rejected
Not dependent on others	1 (v), 3 (v), 7 (v), 10 (v), 12 (v)	5	5	0
Having the self-confidence	4 (v) , 6 (r), 18 (v), 19 (v), 27 (v)	5	4	1
Discipline	2 (v), 5 (v), 9 (v), 11 (v), 15 (r)	5	4	1
Having the responsibility	8 (v), 13 (r), 16 (v), 20 (v), 25 (r)	5	3	2
Behave on the own initiative	14 (v), 17 (v), 21 (v), 22 (v), 29 (v)	5	5	0
Self-control	23 (v), 24 (v), 26 (v), 28 (r), 30 (v)	5	4	1
Total		30	25	5

Table 2. The instrument of the research (developed by Hidayati and Listiyani, 2010)

Based on table 2, it can be seen that there are 30 questions in the questionnaire. These items have been validated by using total item correlation of *Pearson* product moment formula before using to the sample. The validity of the instrument showed that 25 items was valid and 5 items was rejected. Therefore, calculating of reliability of the instrument was 0.78 with high category.

3. RESULT AND DISCUSSION

Finding

Self-regulated is one of essentials in online learning. Based on the research the description of data can be seen in the table 3 below:

Category	Students' self-regulated	
	Frequency	%
Very high	3	6.52
High	6	14.04
Fair	20	43.47
Low	5	10.86
Very low	12	20.08

Table 3. Students' self-regulated category in learning during *Covid 19* Pandemic



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



Based on the data analysis, generally, it can be seen that students' self-regulated was on fair category (43.47% students). Others 6.52% students was on very high self-regulated, 13.04% students was high category in self-regulated, 10.86% students was on low category of self-regulated, and 26.08% students was on very low category of self-regulated in learning during *Covid-19* pandemic. Specifically the data analysis from the indicators of self-regulated learning during *Covid-19* pandemic; it can be displayed in figure as follow:

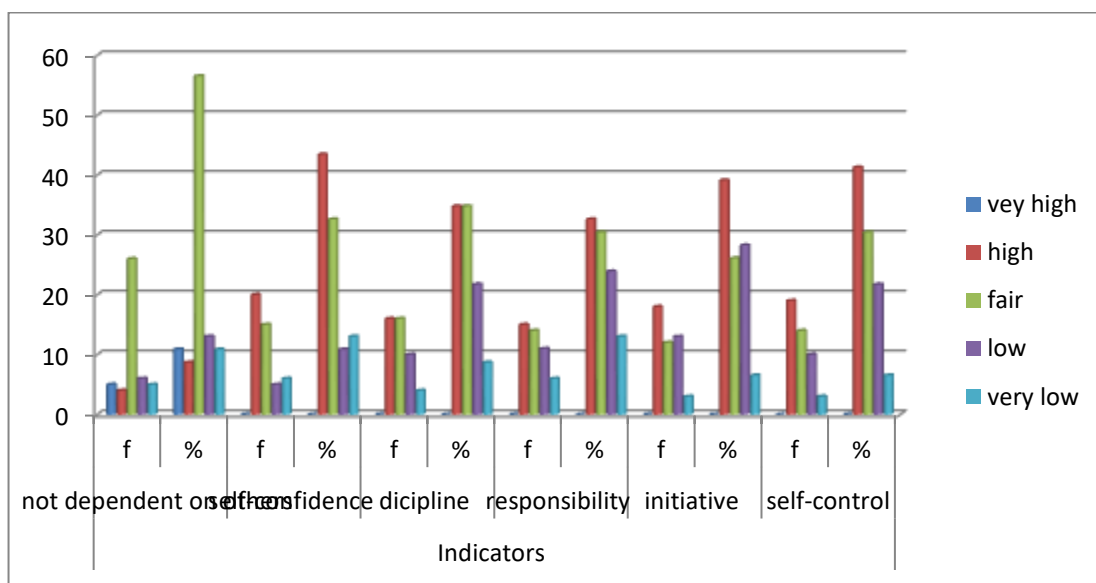


Figure 1: Indicator of students' self-regulation

Based on figure 1, it can be seen there are six indicators were calculated in students' self-regulation in learning. The indicators were asking for the students are first not dependent on other with most of data show in fair category. 10.87% students were having very high independent in learning. The students are not dependent on other at all. 8.7% students were high category, 56.52% were fair category, 13.04% were low category, and 10.87% were very low category.

In online learning during *Covid-19* pandemic, students' self-confidence is one of the indicators to know their self-regulation in learning. Based on data calculated, there were no students having very high self-confidence in learning, 40.48% students were high self-



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



confidence, 32.61% students were fair category in self-confidence, 10.87% students were low category in self- confidence and 13.04% students were very low self-confidence.

The third indicator of students' self-regulation in learning is discipline. The data analysis showed there were 0% students having very high category in discipline, 34.78% students were high category in discipline, 34.78% students were fair category in discipline, 21.74% students were low category in discipline, and 8.70% students were very low category in discipline. Fourth, students' responsibility in learning during *Covid-19* pandemic has been calculated. 0% students' responsibility in very high category, 32.61% students' responsibility in high category, 30.43% students' responsibility in fair category, 23.91% students' responsibility in low category and 13.04% students' responsibility on very low category.

Next, students' initiative in learning during *Covid-19* Pandemic also analyzed in this research. Generally, students' initiative in online learning was high category (39.13%), 26.09% students' initiative was on fair category, 28.26% students was low category, and 6.52% students was very low category. Last indicator is students' self-control in learning. The data shows there were 0% student self-control in very high category, 41.30% students were in high category, 30.43% students were on fair category, 21.74% students were on low category, and 6.52% students were very low category.

Discussion

Students' self-regulated in online learning during *Covid-19* pandemic is very crucial in teaching and learning. Mulyasa (2006) argues that self-regulated is one of internal factors for students' success in learning. Based on the research finding, students' self-regulation in online learning during *Covid-19* was on fair category. It was indicated that there are some students having low self-regulated on online learning during *Covid-19*.

There are many aspects will influence students' self-regulated in learning. Students' independent and desire to the work alone are such the indicators that influence students' self-regulated in learning. Hidayat, Ana, Fildzah, and Harry were conducted a research of "Self-regulated Learning of Students Studying Online during *Covid-19* Pandemic". Based on finding, students' score of self-regulated in online learning did not same for all indicators. Such students' independent in online learning was on fair category and students' discipline in online learning was on high category. Students' self- regulated score in online learning can be influenced by students' behaviour in learning. The students did not familiar with the platform and online learning yet is one of the factors of students self-regulated in online learning. In line, based on the research finding, students' self-regulated in online learning during *Covid-19* generally can be categorized on fair category. In online learning, the students having fair category on not depend



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



on others. It means the students were doing their work alone based on their capability to finish it. It was supported by students' self-confidence in learning; fair category shows some students' believe their self in doing online learning.

4. CONCLUSION

Teaching and learning during *Covid-19* ask the students and teachers to do it by online learning. Online learning is kind of long distance learning by using technology as media of learning. The teachers and students did not do the interaction directly; there is no face to face discussion and evaluation in learning. Students' self-regulated is one of important things in online learning. Not depend on others, self-confidence, discipline, having initiative, responsibility, and self-control are the indicators of self-regulated in learning. The indicators influence students' in online learning.

Based on the research finding, generally students' self-regulated in online learning during *Covid-19* pandemic was on fair category (43.47% students). 6.52% students was on very high self-regulated, 13.04% students was high category in self-regulated, 10.86% students was on low category of self-regulated, and 26.08% students was on very low category. Indeed not all of indicators were on very high or high category, such as responsibility in learning; most of students were on low category.

5. REFERENCES

- Broockfield, Stephen. 2000. *Understanding and Facilitating Adult Learning*. Jossey Bass Publisher: San Frasisco
- Gibbons, Maurice. 2002. *The Self-Directed Learning Handbook: Challenging Adolescents Students to Excel*. 1st ed. Jossey Bass: New York
- Hidayat, Dede Rahmat, Ana Rohaya, Fildzah Nadine, Hary Ramadhan. 2020. "Kemandirian Belajar Peserta Didik dalam Pembelajaran Daring pada Masa Pandemi Covid-19". *Jurnal PERSPEKTIF Ilmu Pendidikan*. Vol 34 No. 2 Oktober 2020 page 147-153. <http://doi.org/10.21009/PIP.342.9>
- Hidayati, K and Listiyani, E. 2010. "Pengembangan Instrumen Kemandirian Belajar Mahasiswa". *Jurnal Penelitian dan Evaluasi Pendidikan* 14(1) pg 84-99. DOI: 1021831/pep.v14i1.1977
- Mulyasa. 2006. *Menjadi Guru Profesional Menciptakaan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosdakarya



Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
<https://journal.haqipub.com/index.php/jas/index>



- Sugianto, Irfan, Savitri Suryandari, Larasati Diyas Age. 2020. "Efektivitas Model Pembelajaran Inkuiri terhadap Kemandirian Belajar Siswa di Rumah". *Jurnal Inovasi Penelitian Vol 1 No 3 Agustus 2020 pg. 159-170*.
- Surat Edaran Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Pencegahan *Corona Virus Diseases (Covid-19)* Pada Satuan Pendidikan
- Undang- Undang No. 20 Tahun 2003 tentang Sistim Pendidikan Nasional Republik Indonesia
- WHO Indonesia/ Word Health Organization. <https://www.who.int/Indonesia>