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SELF-REGULATED LEARNING BEHAVIORS LEVELS IN READING SUBJECT THROUGH E-LEARNING AT UNIVERSITY OF PGRI SUMATERA BARAT

LEVEL PERILAKU BELAJAR MANDIRI MAHASISWA PADA PEMBELAJARAN READING MELALUI E-LEARNING DI UNIVERSITAS PGRI SUMATERA BARAT

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Abstract

This study aims to determine levels of regulated learning behavior of English students in reading subject through e-learning at PGRI University, West Sumatra. Problems that occur in distance education students include lack of motivation and procrastination, interference from technology, work and family, as well as the tendency to use reactive methods rather than proactive methods. In this study, the researcher used a descriptive research in quantitative approach. Researchers collected data using the Online Self-Regulated Learning Scale (OSLQ). There were 44 students who participated in this study. Researcher distributed the questionnaire using link of google form. It consisted of 24 questions where the questions were divided into six levels of self regulated learning behaviors, 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).

Keywords: *levels, regulated learning behavior, e-learning*

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat perilaku belajar mandiri mahasiswa pada mata kuliah reading melalui e-learning di Universitas PGRI Sumatera Barat. Masalah yang terjadi pada siswa pendidikan jarak jauh antara lain kurangnya motivasi dan penundaan, gangguan dari teknologi, pekerjaan dan keluarga, serta kecenderungan untuk menggunakan metode reaktif daripada metode proaktif. Dalam penelitian ini, peneliti menggunakan penelitian deskriptif dengan pendekatan kuantitatif. Peneliti mengumpulkan data menggunakan Online Self-Regulated Learning Scale (OSLQ). Ada 21 siswa yang berpartisipasi dalam penelitian ini. Peneliti menyebarkan kuesioner menggunakan link dari google form. Terdiri dari 24 pertanyaan dimana pertanyaan dibagi menjadi enam level perilaku belajar mandiri, penetapan tujuan (menetapkan tujuan pembelajaran), penataan lingkungan (memutuskan tempat belajar dengan gangguan minimum), manajemen waktu (menyiapkan waktu setiap kegiatan pembelajaran), pencarian bantuan (meminta bantuan dari tutor, teman sebaya atau ahli bidang yang bersangkutan), evaluasi diri (merefleksikan kinerja pribadi dengan tujuan dan pencapaian pembelajaran), dan metakognisi (pengetahuan tentang mengendalikan aktivitas kognitif).).

Kata kunci: *levels, regulated learning behavior, e-learning*

1. INTRODUCTION

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. And when students 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.

E-learning is the support system of education that aimed to develop the education sector through digitization. It gives the services distribution of education. According to (Pezeshki Rad & Yaghoubi, 2011) defined e-learning as teaching and learning that are delivered, supported, and enhanced through the use of digital technologies and media. The learning process are done using digital technologies that facilitates the distance education.

Self regulated learning can be said as the discipline of individuals that systematically attained to the part of their success in the learning process. According to (Barnard-brak, Lan, & Paton, 2010), self-regulated learning refers to those active and volitional act as the part of individuals to achieve the purpose of their learning. These behaviors have two functions as the skill and the will. Skill as the mechanism in enhancing the academic achievement, while the will as the desire of individuals.

Moreover, (Zimmerman, 2011) explained self-regulatory behavioral processes include the physical actions beneficial towards the completion of a task at a desired level. Self-regulatory processes enable learners to take action focused on their goal-directed activities. Additionally, (Johnson & Davies, 2014), stated that self-regulated learning refers to the cyclical processes of understanding the required task, developing a plan and applying strategies to fulfill task requirements and monitoring the effectiveness of the strategies in achieving the desire outcome. Self Regulated Learning consist of the processess of understanding the task requirement, planning and implementing the learning strategies, and monitoring the effectiveness of the strategies whether it fulfills the learning goals or not.

Further, Zimmerman cited in (Ejubović & Puška, 2019) defines self-regulation as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals”. A self regulated learner is the learning center of their own learning

management, so that they have responsibility towards themselves to engage with their personal learning goals.

Additionally, (Barnard, Paton and Lan, 2008) cited in (Kirmizi, 2013), self-regulatory behaviors include goal setting, environment structuring, time management, help seeking, self-evaluation, and metacognition. These behaviors are equally important on the students' performance and achievement.

To sum up, self regulated learning refers to students' ability to take initiative in their learning in attaining their personal goals. It is the individuals thought, feeling or action that are planned in achieving the desired outcome. Self regulated learning processes consist of set the learning goals and plans, implement the learning strategy, monitoring and assessing their learning process, and then correcting the learning outcomes. These cyclical processes monitor the effectiveness of the learning in achieving the goals.

2. METHODS

Researcher used descriptive research design According to (Kothari, n.d.), descriptive research studies are those studies which aim to explore a particular individual, or of a group by describing their characteristics. This study was used to analyze the phenomena that might present during the research. In this study, the researcher chose descriptive research in quantitative approach in order to analyze students' Self-regulated Learning behaviors through e-learning during distance education.

Aliaga, and Gunderson (2002) cited in (Apuke & Programmes, 2017) describes quantitative research methods as the explanation of an issue or phenomenon by gathering data in numerical form and analyzing with the aid of mathematical methods especially in particular statistics. Quantitative method focus in analyzing numerical data. It observes or predicts the phenomena affecting individuals. Qualitative research as the study that is concerned with the understanding of human beings' experiences focus in a humanistic, interpretive approach (Jackson, Drummond, & Camara, 2007). It focuses on analyzing depth understanding of the social phenomena experienced by human beings.

Closed-ended questionnaire is that the answer of each question is limited to the given options. Closed-ended questionnaires is used to generate statistics in quantitative research that follow a set format, and as most can be scanned straight into a computer for ease of analysis, greater numbers can be produced (Books, House, Road, & Kingdom, n.d.). This questionnaire is used to get the numerical data to determine statistical result. In this study, the researcher gathered the data by using Online Self-Regulated Learning Scale (OSLQ) by Barnard et al. (2009).

Questionnaire was used to collect data about six levels of students' Self-Regulated Learning behaviors and what particular of the dimension that was successfully applied by the students according to the use of e-learning platform in distance education. The researcher gave questionnaire for the 21 English department students at University of PGRI Sumatera Barat. The questionnaire consisted of 24 items with a 5-point Likert-type format.

3. RESULTS AND DISCUSSION

The levels of self regulated learning behaviors by the English department 2017 were determined by the data obtained from the questionnaire. Researcher distributed the questionnaire using link of google form. It consisted of 24 questions where the questions were divided into six dimensions of self regulated learning behaviors. Researcher used Likert scale to measure the

result of the questionnaire with the score 1 for (Strongly Disagree), score 2 for (Disagree), score 3 for (Neutral), score 4 for (Agree), and score 5 for (Strongly Agree).

Levels and Percentage of The Questionnaire Result

GOAL SETTING	Percent	Type
I set standards for my assignments in online courses.	39.7	Agree
I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	51.5	Undecided
I keep a high standard for my learning in my online courses.	46.0	Undecided
I set goals to help me manage studying time for my online courses.	45.5	Agree
I don't compromise the quality of my work because it is online.	40.3	Disagree

It was clear that the students did not really mind about their quality of work. They did compromised with themselves in studying during online classes. Besides, there were 15 students chose neutral. It seemed that they just go along with the learning process, so that they would not get bad grades. Besides, there were 6 students agree and 1 student totally agreed with the statement given. These students did not lower their quality of work of their online course. They did not think online course as less important..

ENVIRONMENT STRUCTURING	Percent	Type
I choose the location where I study to avoid too much distraction.	40.7	Agree
I find a comfortable place to study.	43.3	Agree
I know where I can study most efficiently for online courses.	56.8	Agree
I choose a time with few distractions for studying for my online courses.	45.6	Agree

It seemed that they could not regulate time properly where their learning would not be distracted. Meanwhile, there were 6 students disagreed and 1 students strongly disagreed with the statement. It could be stated that these students did not try to avoid distraction during their learning

TIME MANAGEMENT	Percent	Type
I allocate extra studying time for my online courses because I know it is time-demanding.	42.8	Undecided
I try to schedule the same time every day or every week to study for my online courses, and I observe the schedule.	48.0	Agree

Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.	38.9	Undecided
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It seemed that these students did not constantly distributed time for study when they did not attend daily classes. Furthermore, the item was agreed by 17 students and there are 3 students chose strongly agree

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.	41.7	Agree
I share my problems with my classmates online so we know what we are struggling with and how to solve our problems	55.9	Agree
If needed, I try to meet my classmates face-to-face.	38.6	Undecided
I am persistent in getting help from the instructor through e-mail	49.8	Undecided

It was clear that they were persistent to get help from the instructor by using e-mail. But, there were 5 students disagreed and 2 students strongly disagreed to the item. They did not seem to try asking for help from their lecturer through e-mail and when they had difficulties with the learning content

SELF-EVALUATION	Percent	Type
I summarize my learning in online courses to examine my understanding of what I have learned.	43.4	Agree
I ask myself a lot of questions about the course material when studying for an online course.	43.7	Agree
I communicate with my classmates to find out how I am doing in my online classes.	39.5	Agree
I communicate with my classmates to find out what I am learning that is different from what they are learning.	51.0	Agree

It seemed that they did not have problem in finding out the difference of their learning by communicating it with their friends. Besides, there were 3 students disagreed with the statement.

It was clear that they did not try investigate or communicated it with their classmated about what the learnt in the course

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.	48.0	Undecided
I read aloud instructional materials posted online to fight against distractions.	36.4	Undecided
I prepare my questions before joining in the chat room and discussion.	49.9	Undecided
I work extra problems in my online courses in addition to the assigned ones to master the course content.	45.2	Undecided

It seemed that the students did not work extra problems to understand the material consistently. Besides, there were 12 students agreed and 6 students totally agreed with the statement. These students put extra effort to master their course content. But, there were 7 students disagreed and no one chose totally disagree. It was clear that these students did not try study extra the topic of their online course.

4. CONCLUSION

According to the data analysis from the questionnaire, it shows that the students have applied self regulated learning in learning process through e learning. They can manage their study environment to make their learning efficient and comfortable. Students show that they can use their self-evaluation skill to examine their understanding, find out their learning progress and to compare their what they have learnt with each other. Then, students are have successful in the time management .

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