Self-Regulated Learning in Student with Online Learning System

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ABSTRACT

This research aims to explore and understand more deeply the application of self-regulated learning among students who attend lectures with an online system. The research method used is a qualitative approach with a phenomenological design. The research subjects were selected using purposive sampling techniques, and data were collected through observation and in-depth interviews. This research focuses on one student subject who takes online lectures. The findings of the study show that subjects apply self-regulation in learning through three main phases, namely: (1) Forethought, (2) Performance, and (3) Reflection. The Forethought phase includes planning and self-confidence, the Performance phase involves self-regulation and observation, and the Reflection phase includes self-assessment and evaluation. The results of this study are expected to provide valuable insights into self-regulation strategies in the context of online lectures and recommendations for students to improve the effectiveness of their learning.

INTRODUCTION

Along with technological developments and increasing population density in urban areas, especially on the island of Java, which is the centre of Indonesia's economic and educational activities, the need for a flexible education system is increasingly urgent. Kompas.com (2015) noted that Indonesia has more than 13,000 islands, with the majority of the population concentrated on the island of Java, which covers only 6.9% of the country's total land area. This condition causes various logistical problems, including congestion and limited movement space, affecting education access.

In response to this challenge, many universities in Indonesia have implemented online lecture programs or Distance Education (PJJ) (Republika.co.id, 2015). The development of increasingly adequate internet networks allows online learning to be a viable and interesting alternative (You & Kang, 2014). Online lecture programs not only offer a solution to logistical problems but can also reduce education costs and additional expenses such as transportation costs.

The positive acceptance of online lecture programs can be seen from the increasing number of students who enrol. Data from the Open University shows that as of December 2, 2017, 287,823 students enrolled in online programs. With the increase in enrollment in online courses, there is an urgent need to understand how students can effectively implement self-regulation strategies to achieve academic success in an online learning environment (Broadbent, 2015).

Online lectures significantly differ from traditional face-to-face methods, where direct interaction with lecturers facilitates communication. On the contrary, online lectures rely on visualization media and technology to learn. Therefore, students who

take part in online lectures need good self-regulation to achieve optimal academic achievement.

Self-regulation in learning, or self-regulation, refers to the ability of individuals to control thought processes and actions to achieve certain goals (Vrugt & Oort in Pellas, 2014). In online learning, self-regulation involves systematic efforts by students to manage their learning process, including planning, monitoring, and assessment (Pintrich, 2004; Zimmerman & Schunk, 2011).

Several studies show that successful online learners acknowledge their responsibilities, review the material regularly, complete assignments on time, and actively participate in online discussions. On the other hand, under-successful students often do not allocate enough time for assignments or exam preparation and have difficulty maintaining motivation (Yukselturk & Bulut, 2007 in You, 2014). Self-regulation is considered a key factor in the success of online education (Ifenthaler, 2014).

The theory of self-regulation in learning refers to the active process of individuals in setting goals, monitoring, regulating, and controlling cognition, motivation, and behaviour to achieve these goals (Pintrich in Alotaibi et al., 2017). This concept is rooted in Bandura's theory of social cognition, which states that individuals are influenced by the interaction between individuals, behaviours, and environments (Zimmerman in Schunk, Pintrich & Meece, 2012). Self-regulation in learning includes three main stages: (1) Forethought (planning and self-confidence), (2) Performance (self-regulation and observation), and (3) Reflection (self-assessment and feedback).

This study explores how students who take online lectures apply self-regulation in learning to the maximum, focusing on the three stages of self-regulation: Forethought, Performance, and Reflection. The research results are expected to provide useful insights for students in optimizing their self-regulation strategies in the context of online lectures.

METHODS

This study uses a qualitative approach from a phenomenological perspective with self-regulation variables in learning as a research variable that wants to be studied more deeply, namely by the interview method. The subjects in the study were taken by *purposive sampling*, namely students from University X who used the online lecture method. The measuring tools used in this study are interview guides, recording tools, and interview lists. The interview was conducted in Building X in the South Jakarta area where the subject worked.

RESULTS AND DISCUSSION

This study examines the application of self-regulation in learning among students who take online lectures, focusing on one subject of 4th-semester students at University X, South Tangerang. In this chapter, we discuss the results of interviews and observations on how subjects manage the online learning process through self-regulation in learning.

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These findings are presented based on three main phases of self-regulation: **Forethought**, **Performance**, and **Reflection**.

1. **Fase Forethought**

The subject shows significant improvement over time in the Forethought phase, which includes task analysis and self-efficacy. At first, the subject had difficulty learning online due to the limited time to complete six courses in two months. This causes the subject to focus only on UAS grades and ignore the importance of assignments during online lectures (TUTON), which has an impact on their poor academic performance, as stated by the subject:

> *"On my campus, the lecture is online, and the name is TUTON (Online Tutorial), and it has been around for approximately two months. The assignments from the account created on the website (e-learning) have deadlines. After TUTON, a few weeks of UAS pause. The location of UAS is distributed depending on the location when we register initially. UAS is a boarding school trip. The assessment also depends on the UAS. If the UAS score is above 30%, the assignment values at TUTON will help, but if it is below 30%, they will not help even though the assignment values at TUTON are good". (Subject)*

However, the following semester, the subject began applying a more serious approach to lectures. The subject realizes the importance of TUTON's assignments and feels optimistic about the methods to improve his or her academic grades. This change reflects increased task analysis and confidence in self-ability, where subjects begin believing that the efforts and strategies can improve their learning outcomes.

2. **Fase Performance**

In the Performance phase, which involves self-control and observation, subjects demonstrate various strategies to overcome challenges in online learning. Subjects admitted that they often felt lazy and tired after work, sometimes interfering with learning. To address this problem, subjects use a variety of self-regulation strategies, including:

a. **Time Management**: Subjects set an alarm to wake up early to read the modules provided online and through hard copy. This is an effective form of self-control to ensure that fatigue does not interrupt learning time.

b. **Creation of a Learning Environment**: To overcome distractions and distractions, subjects create a comfortable learning environment free from crowds. Subjects choose to study in a clean and tidy room space, which can improve concentration and study efficiency.

c. **Help-Seeking**: Subjects often contact teachers or tutors when they encounter difficulties in completing college assignments. In addition, the subject also sought additional information through the website to clarify the material that had not yet been understood. It shows the application of self-control through external assistance and the search for relevant information.

These strategies show how subjects apply self-control and observation in online learning to overcome challenges.

3. Fase Reflection

In the Reflection phase, which involves self-assessment and self-reaction, the subject actively reflects on his learning process. Subjects acknowledged laziness and being overwhelmed but demonstrated the ability to assess and find solutions quickly. Subject says:

"Sometimes I feel lazy and tired, but I know I have to keep getting my work done. I usually set an alarm to wake up early and read the modules. Sometimes, if I feel confused, I have to look for additional information online."

This self-reflection includes an assessment of strengths and weaknesses in the learning process and reactions to the challenges faced. The subject not only identifies the problem but also seeks effective solutions, such as the use of alarms and the search for additional information, to improve his learning outcomes.

4. Integration of Self-Regulation Phases

Overall, the subjects showed the application of self-regulation in learning, which was well integrated in the three phases. In the Forethought phase, subjects improve their learning strategies and self-confidence after experiencing unsatisfactory results. In the Performance phase, subjects apply various time management strategies, create a conducive learning environment, and seek external help to improve learning effectiveness. In the Reflection phase, the subject can conduct a self-assessment and overcome problems quickly, improving the learning approach according to existing needs and conditions.

The results of this study confirm the importance of self-regulation in learning for success in online learning, especially in the context of time flexibility and challenges faced by full-time working students. These findings support previous research that shows that self-regulation is a key component of academic success in online learning environments (Pintrich, 2004; Zimmerman & Schunk, 2011).

5. Implications and Recommendations

The findings of this study have practical implications for students who attend online lectures and educational program managers. For students, it is important to develop effective self-regulation strategies, such as good time management, creating a comfortable learning environment, and using external assistance when needed. Online education program managers may consider providing additional resources and more intensive support to help students overcome challenges in online learning.

CONCLUSIONS

This study revealed that the subject, a 4th-semester student at University X with an online lecture system, initially experienced significant difficulties managing the independent learning process. This difficulty is due to limited time—two months to complete six courses—and reliance on UAS grades without optimal use of TUTON assignments. This causes the subject to get low grades, such as C's and D. However, the

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subject showed significant improvement in the following semester by implementing more effective self-regulation strategies, which is reflected in the improvement in his academic scores.

In the application of self-regulation, the subject shows progress in each phase. In the Forethought phase, subjects improve task analysis and increase confidence in self-efficacy after experiencing poor results. The subject began to be more serious and optimistic in managing lecture assignments. In the Performance phase, subjects apply self-control and observation by managing their study time more efficiently, creating a conducive learning environment, and seeking help through tutors and online resources. This strategy helps subjects better cope with the challenges of online learning. While in the Reflection phase, subjects carry out effective self-assessment, overcoming laziness and overwhelm with solutions such as alarm setting and an organized study room, allowing for improved academic performance.

This study showed that the subjects had applied self-regulation in learning effectively, despite initially experiencing difficulties. The limitation of this study is that it only involves one subject, which limits the generalization of the findings. Therefore, it is recommended that further research involve a larger sample to obtain more representative data. Future research should also explore other factors that affect the effectiveness of self-regulation in online learning to develop better learning strategies.

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