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Hubungan Self-Regulation Learning dalam Pembelajaran Online dengan Prestasi Belajar Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya

The Correlation between Self-Regulation Learning in Online Learning and Academic Achievement of English Education Study Program Students at Sriwijaya University

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Abstrak

Kondisi pandemi Covid-19 menuntut perubahan proses belajar mengajar dari belajar tatap muka di sekolah menjadi belajar dari rumah melalui pembelajaran daring. Berkaitan dengan hal tersebut, *self-regulation of learning* memegang peranan penting dalam pembelajaran peserta didik karena membentuk mereka untuk bagaimana berinteraksi, merespon, dan bereaksi selama proses pembelajaran. Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan yang signifikan antara *self-regulation of learning* mahasiswa dalam pembelajaran online dengan prestasi belajar. Populasi yang juga menjadi sampel penelitian ini adalah 175 mahasiswa semester 3, 5, dan 7 Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya. Data dikumpulkan dengan menggunakan kuesioner Self-Regulation (SR) dalam tiga jenis interaksi online dan nilai Indeks Prestasi Kumulatif (IPK). Data dianalisis menggunakan Korelasi Pearson. Hasil penelitian menunjukkan adanya korelasi yang sangat lemah dan tidak signifikan antara kedua variabel (r= 0.104, p-value=0.169).

Kata Kunci : *self-regulation of learning*, tiga jenis interaksi (mahasiswa dan materi, mahasiswa dan dosen, mahaiswa dan teman). Pembelajaran online, prestasi akademik.

Abstract

Covid-19 pandemic condition demands a change in the teaching and learning process from studying face-to-face at schools to learning from home (online learning). In relation to this, self-regulation of learning plays a vital role in students' learning because it shapes the students how to intereact, respond, and react during the learning process. The aim of this study was to find out whether or not there was a significant correlation between students' self-regulation in online learning and academic achievement. The population which was also the sample of this study was 175 students of the 3rd, 5th, and 7th semester students of English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. The data were from the students' responses collected by using the Self-Regulation (SR) in three types of online interaction questionnaire and the students' GPA. The data that were statistically analyzed by using Pearson Correlation analysis showed that there was a very weak correlation and not significant between the two variables (r= 0.104, p-value=0.169).

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Keywords: self-regulation of learning, students and content, students and teacher, students and students, online learning, and academic achievement.

INTRODUCTION

One of most investigated topics in psychology and education is Self-Regulated learning (SRL). Self-regulated learning refers to the ability to understand and control learning environments. Self-regulated learning is a condition of self-generated thoughts and actions, which are systematically oriented toward the achievement of students' own goals (Zimmerman & Schunk, 1989). According to Zimmerman (2001), self-regulated learners are behaviourally, motivationally, and meta-cognitively active in accomplishing their academic and learning goals, systematically oriented toward attaining students' own goals. Self-regulated learning (SRL) describes the various components that are part of successful learning, the reciprocal and recurrent interactions that occur between among the different features, and to relate learning and achievement directly to the self to a person's goal structure, motivation, emotion, and volition (Boekaerts,1999).

At the moment, the world is facing the outbreak of COVID-19 pandemic which has changed various aspects of human life, including economic, socio-cultural, health, and education. In the field of education, for example, the closing of schools (face-to-face activity at schools) is an effort to prevent the spread of transmission of COVID-19. Lockdown policy or Quarantine is carried out as an effort to reduce the people interaction which can open the access to the spread of the coronavirus. The policies are governed by many countries, including Indonesia.

Closing down the schools and having on-line face-to-face school activities have forced the Indonesia government and related educational institutions to present alternative educational processes for students and students who cannot carry out the process of education in educational institutions. This is supported by Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies During the Emergency Period for the Spread of Coronavirus Disease (Covid-19) in this circular signed by the Indonesian Minister of Education and Culture, Mr. Nadiem Makarim, on March 24th, 2020. The principles applied in the policy during the COVID-19 pandemic are health and safety of students, educators, education staff, families, and communities "is a top priority in setting learning policies".

This change has created online learning (distance learning). According to Courtney and Mathews (2015), One of effective ways to avoid this condition is through online learning supported by digital learning facilities as an evolution of distance teaching and learning. Online learning can be an effective solution for teaching and learning proses

even though schools and universities have been closed, considering the enormous risk of infected covid 19 during this pandemic (Herliandry et al., 2020). In other words, it emphasizes the transfer of all conventional learning activities (face to face) to online learning based on e-learning platforms and others forms of online learning, as well as activities.

Online learning is a learning process form distance by using digital platforms (Web) or application as the medium of learning and student activities. Online learning is defined as a learning process form distance by using digital platforms or application as the medium of learning and learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access as student activities. According to Basilaia and Kvavadze (2020), online learning is the experience of knowledge transfer using video, audio, images, text communication, and software supported by internet networks. The implementation of online learning requires mobile devices such as smartphones, tablets, and laptops that can be used to access information everywhere and every time (Gikas & Grant, 2013). Abidah et al. (2020) list various infrastructures that supported online learning for free, simple, and could be accessed using smartphones, such as WhatsApp, Google Classroom, Zenius, Quipper, Zoom, and Microsoft. The platform that supports UNSRI students in online learning can be accessed by UNSRI students for free is Moodel.

As a result of the aforementioned issue, many students in Indonesia still lack the ability and skills to regulate their learning effectively, which may have an impact on their Academic achievement. Academic achievement is one indicator of learning success that demonstrates students' learning performance. Academic achievement as a measure of a student's quality. Academic success, student success, and student learning were all terms used to describe academic achievement. Academic achievement in college is measured by grade point average (GPA). If students are unable to regulate their learning well, their academic achievement or GPA will not improve, because the ability to regulate their learning is directly proportional to the increase in academic achievement.

The learning processes is based on Self-regulation learning in online learning is an important process for English Education Study Program students. The aims of this study were to find out whether or not there was significant correlation between Self-regulation learning in online learning and academic achievement English Education Study Program Students at Faculty of Teacher Training and Education Sriwijaya University.

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METHODOLOGY

This study was conducted using a quantitative one and focus on a correlational study. The correlational study was chosen because the writer was focus on examine whether there is a significant correlation between self-regulated in online learning and academic achievement.

In this study, the English education study program students at Sriwijaya University chosen as the population in the academic year 2020/2021. In choosing the sample, a purposive sampling technique chosen as the technique in choosing the sample. According to Wallen and Fraenkel (1991), purposive sampling was chosen when the researcher uses his or her judgment for a specific purpose of the study. In this study, there were two criteria for selecting the sample. The number of sample of this study is 175 students, There were 66 students from Third (3^{rd}) semester, and 47 from students Fifth (5^{th}) semester, and 62 students from Seventh (7^{th}) semester, students of the English Education Study Program of Faculty of Teacher Training and Education with total 153 Female and 22 Male.

The writer used questionnaire as an instrument. There is a questionnaires that had been used to obtain the desired data. The questionnaire was to find out students' self-regulation learning in online learning and academic achievement (GPA). It was adopted from Cho and Cho (2017) and for GPA the writer ask about the information students' GPA in the questioner. The questionnaire which consists of 3 item of interaction and 30 statement. The questionnaire used 7-likert response scales Likert scale presented as follows: 1 = never true; 2 = mostly not true; 3 = tend to be not true; 4 = neutral; 5 = tend to be true; 6 = mostly true; 7 = always true.

The validity and reliability of these questionnaires has been checked by try-out. The writer tried it out to 30 random students of English education Study Program, from a different class semester, with the same semester as the participants. Reliability test is a tool used to measure the consistency of the questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to a question is consistent or stable from time to time (Ghozali, 2006). As for taking the decision to test reliability, namely a construct or variable is said to be reliable if it gives Cronbach's Alpha value > 0.70 (Nunnally, 1994). The data were checked on SPSS 25(Statistical Product and Service Solutions version 25). The result of reliability showed that Cronbach's Alpha score was 0.923 > 0.70. So, the questionnaire is valid and reliable.

FINDINGS AND DISCUSSION

The Result of Students' Academic Achievement

The results of descriptive statistics of students' academic achievement had already been tested by using SPSS 25 (*Statistical Package for the Social Science*). The result can be seen in the following table below.

Table 1. The Mean Score of Students' GPA

No	Semester	N	Min	Max	Mean	Std. Dev
1	3	66	2.88	3.90	3.52	.24402
2	5	47	3.20	3.83	3.55	.16341
3	7	62	3.08	3.82	3.49	.13662

Table 1 shows that the mean scores of the students' academic achievement for the 3rd, 5th, and 7th semester were 3.52, 3.55, and 3.49, respectively.

As shown in bar chart 1 below that it can be seen that the presentation of GPA students Based on the result above, it can be seen that the minimum and maximum score of students' academic achievement was 2.88 and 3,90.

Chart 1. The Students Academic Achievement based on percentage

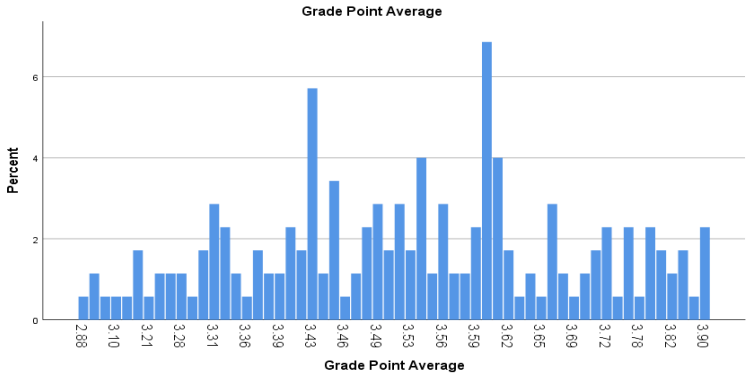

Table 2. The Students Academic Achievement based on Score Interval

No.	Score Interval	Relative Meaning	N	Percentage
1.	3.51-4.00	Excellent	96	54.9
2.	3.00-3.50	Good	76	43.4
3.	2.00-2.99	Fair	3	1.7
4.	1.00-1.99	Poor	0	0
5.	0.00-0.99	Bad	0	0
	Total		175	100.00

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The data in table 2, students' academic achievement scores were also grouped based on score intervals as presented in Table 2. There were 96 students (54.9%) in the excellent category, 76 students (43.4%) were in the very good category (43.4%), and 3 students (1.7%) were in the fair category.

The Result of Students' SRL

To collect the data, the writer used the questionnaire developed by Cho and Cho (2017); it focuses on the students Self-Regulation (SR) in online learning. Table 3 presents the result of the analysis based on the students' responses of the three types of interaction in their SRL.

Table 3. The Students' SRL

No	Students' Self-Regulated Learning	N	Min	Max	Mean	Std. Dev
1	Interaction between student and content	175	2	7	5	.870
2	Interaction between student and teacher	175	1	7	5	.985
3	Interaction between student and student	175	3	7	6	.800

Table 3 shows that the mean scores of the students' responses for the three types of interaction in their self-regulated learning were 5, 5, and 6 for interaction between student and content, interaction between student and teacher, and interaction between student and content, respectively. As explained in Methodology, 5 means "Tend to be true" and 6 means "Mostly true".

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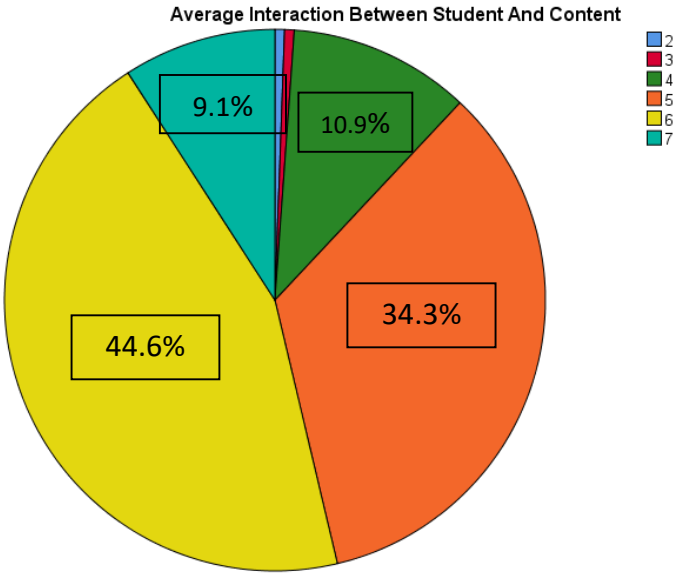
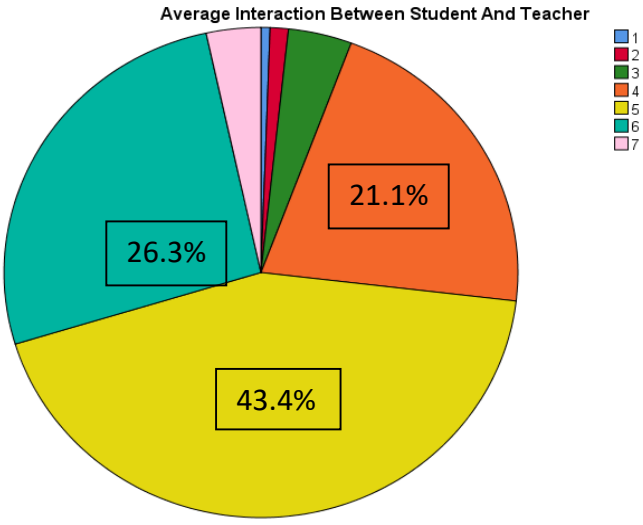
Chart 2. The interaction between Students and content on percentage



Based on chart 2 most students answer 6 in interaction students between content means "Mostly true" this item with percentage 44.6%.

Chart 4. The interaction between Students and Teacher on percentage



Based on chart 4 most students answer 5 in interaction students between teacher means "Tend to be True" this item with percentage 43.4%.

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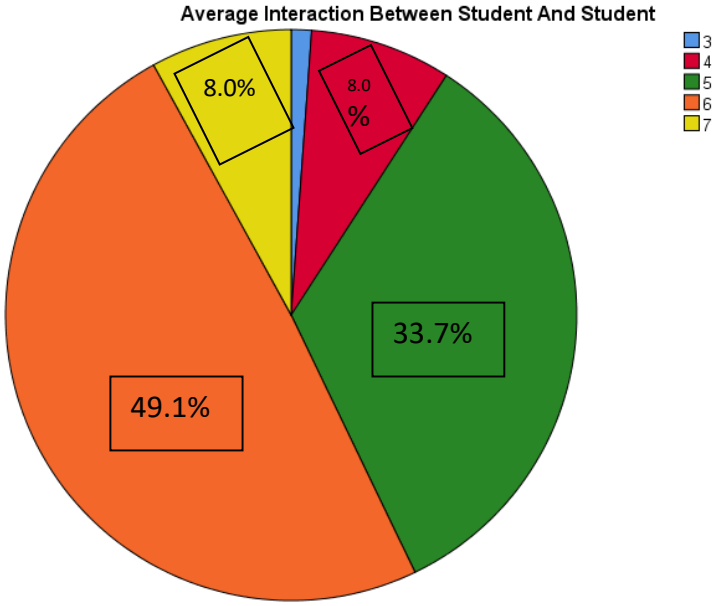
Chart 3. The interaction between Students and students on percentage



Based on chart 4 most students' answer 6 in interaction students between students means "Mostly true" this item with percentage 49.1%.

Next, the analysis of the data focusing on each interaction is presented in the following Tables (4, 5, and 6).

Table 4. The Students' SRL – Interaction between Student and Content

No	Items	N	Min	Max	Mean	Std. Dev
1	Before starting an assignment, I plan out my work	175	2	7	5	1.033
2	I regularly check the course guidelines to be successful in this online course.	175	2	7	5	1.113
3	I monitor my own progress to make sure that I am on the right track in this online course.	175	2	7	5	1.179
4	I plan my time to complete assignments in this course.	175	2	7	6	1.192
5	Before starting a learning task, I try to understand the nature of the task.	175	2	7	5	1.129
6	I try to do my best to master the learning content in this course.	175	3	7	6	0.910
7	I regularly check this online course to keep up to date on learning tasks	175	1	7	6	1.206
8	I set up my own due dates for assignments so that I do not procrastinate	175	1	7	5	1.350

9	I frequently reflect upon what I learned in this online course.	175	2	7	5	1.060
10	I evaluate my assignments against evaluation criteria provided by the instructor	175	1	7	5	1.256
11	Before starting assignments, I check what I already know, what I do not know, and what I need to know.	175	1	7	5	1.298
	Total	175	2	7	5	0.870

Table 4 shows that the mean scores of the students' responses for the interaction between student and content fell to 5 which meant "Tend to be true" and 6 which meant "Mostly true".

Next, Table 5 presents the result of the analysis of the data focusing on the students' responses in their interaction with the teacher. The mean scores were varied from 4 (Neutral), 5 (Tend to be true), and 6 (Mostly true).

Table 5. The Students' SRL – Interaction between Student and Teacher

No	Items	N	Min	Max	Mean	Std. Dev
1	I ask the instructor questions if needed.	175	1	7	5	1.293
2	I seek assistance from the instructor if I need it	175	1	7	5	1.240
3	I ask my questions as clearly as possible for effective communication with the instructor.	175	1	7	5	1.281
4	I ask the instructor to clarify information if it is not clear to me	175	1	7	5	1.216
5	I ask the instructor to clarify learning materials if I get confused.	175	1	7	5	1.229
6	I do not hesitate to share concerns about my progress with the instructor	175	1	7	4	1.343
7	If I need to, I explain my understanding about content to the instructor as thoroughly as possible.	175	1	7	5	1.245
8	When unexpected situations arise that influence my participation or performance in this online course, I inform the instructor as soon as possible.	175	1	7	5	1.334
9	I express my opinions to the instructor in a respectful manner in this online course.	175	1	7	6	1.279
	Total	175	1	7	5	0.985

Table 6 presents the result of the analysis of the data focusing on the students' responses in their interaction with their peers. The mean scores fell to 5 which meant "Tend to be true" and 6 which meant "Mostly true".

Table 6 The Students' SRL – Interaction between Student and Student

No	Items	N	Min	Max	Mean	Std. Dev
1	I regularly interact with other students in this online course	175	1	7	6	1.104
2	I plan my participation in online interaction with other students in advance.	175	1	7	5	1.293
3	I attempt to help others online when given the opportunity	175	1	7	6	1.009
4	I would interact with other students even if it was not a course requirement.	175	2	7	6	1.144
5	I use different interaction skills in this course depending on the learning situations	175	2	7	5	1.040
6	I try to match other students' conversation style when participating in this online course	175	1	7	6	1.066
7	I provide constructive feedback to other students' contributions in a discussion.	175	2	7	5	1.147
8	I regularly check other students' messages on the discussion board.	175	1	7	5	1.206
9	I seek assistance from other students if I need it.	175	1	7	5	1.119
10	I respond to other students in a timely manner.	175	2	7	6	1.014
	Total	175	3	7	6	0.800

The Result of Correlation Analysis

Correlation analysis was conducted to answer whether or not there were significant correlation between the students' SRL in three types of interaction as a whole and the students' academic achievement. The result of the statistical analysis showed that there was a week correlation and not significant ($p > 0.169$).

Table 7. The Correlation between Students' SRL in 3 Types of Interactions and Academic Achievement

		GPA
	Pearson Correlation	0.104
SR in Online Learning	Sig (2-tailed)	0.169
	N	175

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Based on the findings above, some discussion were presented. First of all, the objective of this study was to find out whether or not there was significant correlation between self-regulation learning in online learning and academic achievement at English education study program Sriwijaya University. The answer of this question was found. From the table above, it was shown that the r-obtained (0.096) was lower than value of r-table (0.138). It also showed that p value (0.169) was higher than (0.05). It showed that the p-value was (0.169) and the r-obtained was (0.096). The result of the correlation between these two variables was included in the very weak correlation but not significant between self-regulation learning in online learning and academic achievement at Students' English education study program Sriwijaya University. The results were similar to some other results of studies. Edi (2016) Study titled "*The correlation between self-regulated learning and academic achievement of Chemistry education students of FKIP Sriwijaya University*" shows that Self-regulation learning has a not significant relationship with academic achievement. Sahranavard (2018) found there was not significant correlation between self-regulation and educational performance of students' Public University students in Iran (p=0.57). Alafghani and Purwandari (2019) also found that the SRL was weak correlation and it was not significant with academic achievement (p=0.320). According to Zimmerman (2012), self-regulation is not particularly an academic ability as it is an individual's ability to regulate the independent learning process through goal planning, organization, and achievement. Metacognition, motivation, and planned actions are cyclically adapted to achieve personal goals in SRL. In other words, personal, behavioural, and environmental factors all have an impact on self-regulated learning. Such these conditions self-regulated learning has no effect on academic achievement.

Second, the data shown in Tables 5 and 6 showed that the students of English education GPA score. The highest score of GPA of student of English education was 3.90 and the lowest score was 2.88. Based on the result more than 50% of students get score 4,00-3,51 that meant half of the samples get GPA 4.00-3.51 which means the student is at the excellent level. It can be seen from the students GPA, most of students in the 4,00-3,00 that meant almost all students in the excellent category level, only 1.7% students in fair level of GPA which score 2,99-2,00. Students English education study program Sriwijaya University have an excellent score of GPA. It can be inferred that the students were able to understand and achieve the boundary of the result of the learning activities in the online class.

Next SRL in three types of interaction items. SRL in interaction student and content, number 8, 9 and 10 almost students' answers was 6 in this interaction, which meant students agree with the statement in this item and the rest of the students

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answered, like Statement in number 4 (*I plan my time to complete assignments in this course*) most students agree with this statement that they has a time plan in completed the assignments in the course. These items were actually connected, as Bol & Garner; Zimmerman & Schunk (2011) describe that they make plans for completing the learning tasks, carry them out, monitor, reflect, and calibrate their learning process. Statement number 5 (*Before starting a learning task, I try to understand the nature of the task*); 6 *(I try to do my best to master the learning content in this course*) showed that the students agree and mostly agree, thus student tried to understand the lesson, tried their best for the lesson, therefore before starting the lesson students are required to study and understand the content. That statement were actually connected, as Bol & Garner, (2011) Students should engage in SR in student and content interaction by taking responsibility for understanding their learning content and steering their learning process. In this items the average student answered 5 which means the student agrees with all statements in this item liked Statements no 1 "*I ask the instructor questions if needed*"; number 3 "*I ask the instructor questions if needed*"; number 4 "*I ask the instructor to clarify information if it is not clear to me*"; and number 5 "*I ask the instructor to clarify learning materials if I get confused*" almost all students answered 5, they agree with this statement, this statements were actually connected study by Cho and Jonassen (2009) found that were Students are expected to actively interact with the teacher in order to address their needs and effectively learn content. More specifically, Students can specifically ask the instructor questions or initiate communication about their concerns or not clear information during student and teacher interaction. If students do not actively interact with the teacher, the latter may be unaware of what students want to do, what topics require additional explanation or support, or what difficulties they encounter. SRL in interaction student and student, almost students in this item answer 6 which meant students mostly student agree. Study conducted by Cho et al., (2010) Students who learn online are expected to plan, monitor, and reflect on their interactions with other students, statement from Cho et al., were the same as the item in this interaction, statement number 1 "*I regularly interact with other students in this online course*"; number 2 "*I plan my participation in online interaction with other students in advance*"; number 8 "*I regularly check other students' messages on the discussion board*". Thus interaction most student answer mostly agree with all statement in this interaction that students must be plan, interact with the other students and monitoring the discussion in the class.

CONCLUSIONS

The result of the correlation analysis showed that the obtained 0.104 and the p-value was 0.169 which was higher than 0.05, there was a very weak correlation and not significant between Self-Regulation learning in Online learning and Academic achievement. In addition, there is a week correlation and not significant between students SR learning in Online Learning and academic achievement in English Education Study Program of Faculty of Teacher Training and Education Sriwijaya University.

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