



Self-Regulated Learning in Online Classes: A Study of Indonesian and Malaysian Language Learners

Fauzi Muharom ^{1*}, Anas Tajudin ², Arif Nugroho ³, Hedy Ramadhan Putra 

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	Abstract
<p>Article History</p> <p>Article Submission 30 September 2022</p> <p>Revised Submission 10 November 2022</p> <p>Article Accepted 28 November 2022</p>	<p>The sudden change from formal interaction to online classroom activities amidst the COVID-19 pandemic is challenging for both teachers and students. In such a situation, self-regulated learning (SRL) plays a crucial role in contributing to the success of language learning, particularly in the digital learning environment. To date, research examining language students' SRL in the context of language learning in Southeast Asian countries (ASEAN) remains unexplored and needs more paucity of evidence. Drawing on this issue, the present study explores and compares Indonesian and Malaysian university students' SRL toward digital language learning activities. The findings reveal that the students from both universities perform high mean scores on the questionnaire. Hence, it was concluded that they have a positive perception, high academic motivation, and good self-learning control toward digital learning activities. This study has implications in two ways. First, the results contribute to the enrichment of the current literature review about SRL in ASEAN contexts. Second, the results further provide insights for language educators in fostering academic performances of university students related to strategies for self-directed language learning, particularly amidst digital learning in the global pandemic. Future studies are suggested to explore self-regulated learning behaviors as performed by university students.</p> <p>Keywords: Autonomous Learning; Online Learning; Self-regulated Learning</p>

^{1*} Dr, Department of Islamic Education, UIN Raden Mas Said Surakarta, Sukoharjo, Indonesia
fauzi.muhamarom@staff.uinsaid.ac.id

² Dr, Kuala Lumpur Metropolitan Business School, KLMUC, Kuala Lumpur, Malaysia, dr.anas@kuim.edu.my

³ Dr, Department of English Education, UIN Raden Mas Said Surakarta, Sukoharjo, Indonesia,
arif.nugroho@staff.uinsaid.ac.id

⁴ Dr, Department of Educational Management, UIN Raden Mas Said Surakarta, Sukoharjo, Indonesia,
hedy.ramadhan@staff.uinsaid.ac.id

Introduction

The change from face-to-face interaction to online learning activities amidst the COVID-19 pandemic has resulted in a new habit in the education system. Teachers and students have to adapt to the current situation to ensure the continuity of the teaching and learning process. In the context of Southeast Asian countries (ASEAN), universities in Indonesian and Malaysia, for instance, have to deal with several changes and adaptations such as administering online classes, having digital learning projects, and fostering digital learning environment (Lilian, 2021; Mahmud & German, 2021; Wijaya et al., 2020). Even in the era of post-pandemic recovery, some universities in Indonesia and Malaysia still implement blended learning systems where a small number of students come to the formal classroom while others participate in an online learning mode beyond the classroom (Kamal et al., 2020; Omar et al., 2021). More recently, many universities have begun to acknowledge blended learning where face-to-face learning is combined with online learning mode through the assistance of information communication and digital technology (Islam et al., 2022; Prifti, 2022).

Shifting from a formal classroom to informal digital learning beyond the classroom is challenging and becomes a new learning experience for both teachers and students. As it begins in shockingly due to the global pandemic, digital learning beyond a formal classroom may not be an easy task for them because they must quickly adapt to the digital learning environment that can affect their motivation, anxiety, readiness, and performance toward teaching and learning activities (Amin & Sundari, 2020; Makki & Bali, 2021). Previous studies (Atmojo & Nugroho, 2020; Kamil & Sani, 2021; Muthmainnah et al., 2022; Vergonia & Mombas, 2022) have shown that teachers and students encounter several challenges and difficulties when having online learning activities. In the Indonesian university context, the issues of teachers' readiness, availability of digital learning facilities, and limited internet resources became the frequently occurred challenges of conducting online classes (Octaberlina & Muslimin, 2020; Putra et al., 2020; Setyaningsih, 2020; Triana & Nugroho, 2021). Likewise, universities in Malaysia are also dealing with the problems of online learning activities, particularly during the COVID-19 pandemic (Chung et al., 2020; Kamil & Sani, 2021). Results of previous studies further depict that some Indonesian and Malaysian undergraduate students are not well-prepared for online classes and identify several problems such as a lack of student engagement and difficulty to understand particular learning materials (Amin & Sundari, 2020; Chung et al., 2020). Moreover, it was also found that technical problems such as unfamiliarity with digital learning platforms, unstable internet connection, and availability of digital devices have a contribution to the difficult situation of online learning activities in some regions of Indonesia and Malaysia (Munir et al., 2021; Setyaningsih, 2020). In such a learning environment, students' ability to manage their learning strategies (self-regulated learning) is crucial and has an important role to deal with the problems and challenges that potentially emerge in the process of digital learning activities.

Self-regulated learning (SRL) plays a significant role in determining the success of language learning. SRL is considered as students' ability to take control and be responsible for their learning (Rovers et al., 2019; Schunk & Zimmerman, 2012). In the online class, the extent of students' SRL helps them to actively engage in the learning activities when no face-to-face interaction is administered (Wang et al., 2013). The empirical connection between students' level of SRL and learning engagement has been tested by previous studies. Azevedo and Gašević (2019) found that SRL performed by a group of college students has a positive influence on active engagement in blended learning activities and subsequently improves their learning outcome. It was supported by the study of Carter Jr et al. (2020) which revealed that students with high-level of SRL were more motivated in joining learning activities and successfully met the learning objectives. SRL is closely related to the concept of autonomous learning where students are to take full control of their learning strategies and process (Lai & Zheng, 2018). Despite some problems that may emerge in online learning, it provides ample opportunities for students to develop their motivation and self-control toward learning styles and strategies to achieve excellent academic performance.

Research on university students' SRL has demonstrated that it significantly influences learning motivation and achievement. Fernandez and Jamet (2017) examined the connection

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