

SELF-REGULATED ONLINE LEARNING DURING PANDEMIC COVID-19 OF POSTGRADUATE STUDENT

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Abstract: The purpose of writing this article is to analyse the role of self-regulated learning in the pandemic era covid19 and how postgraduate students self-regulate in online learning. The COVID-19 PANDEMIC, which has become a global pandemic, is currently demanding the government through the Ministry of Education and Culture (Kemendikbud) issue a Circular regarding learning and working from home in the context of preventing COVID 19 for teachers and for students for all displays throughout Indonesia. The only possible learning option in the midst of this pandemic situation is online learning. To solve this problem Postgraduate Students should be able to take advantage of the existing situation with conducive online learning activities, students must have their own strategies that support the academic improvement of students. Self-regulated learning (SRL) self-regulation in learning can be understood as the process of a student activating his own thoughts, feelings and behaviour in a systematic way that aims to achieve the desired learning goals. In other words, as a mechanism to help explain differences in achievement among students and as a means to improve achievement.

Keywords: *self-regulated, online learning, covid 19, postgraduate student*

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INTRODUCTION

The world is currently in shock with the presence of a type of virus, which works by attacking the immune system and can cause death. The virus is called Coronavirus Disease 2019 or covid-19. The latest data compiled through the Task Force for the Acceleration of Handling COVID-19 (National Task Force) recorded the addition of positive confirmed cases of Covid-19 per Sunday (14/6) in total to 38,277 after the addition of 856 people. Then for patients recovered to 14,531 after the addition of 755 people. Furthermore, for cases of death to 2,134 with the addition of 43. (covid19.go.id, June 14, 2020).

The Indonesian government has tried various ways. One of them is by issuing a firm call for people to stay at home for a predetermined period of time. Of course, this has an impact on various habits that have been carried out by the community so far, not least the habit in the education sector where students have to carry out their learning activities at home.

Enforcement to study at home brings impact at once. First, there will be less control from the teachers. Unlike the situation before the Covid-19 outbreak broke out in

Indonesia, the intensity of meetings between students and teachers will definitely decrease. This causes students to find it difficult to be supervised so that they will be more free to be at home or other places and regardless of the teacher's supervision.

From statements above, students should be able to take advantage of the existing situation with conducive learning activities at home, and contribute to a more progressive learning process. To achieve these goals, students must have their own strategies that support them. Therefore, the role of self-regulated learning is very important for them.

Self-regulated learning refers to those active and volitional behaviors on the part of individuals to achieve in their learning. These behaviors include but are not limited to goal setting, time management, task strategies, environment structuring, and help-seeking. "self-regulated learning is seen as a mechanism to help explain achievement differences among students and as a means to improve achievement" (Schunk, 2005, p. 85). Self-regulated learning skills and strategies appear to have a dual purpose in both differentiating among individuals with respect to academic achievement while also enhancing academic achievement outcomes. Self-regulation (SR) is a broad concept that comprises a set of interdependent skills and complex processes that "enable an individual to guide his/her goal-directed activities over time and across changing circumstances (contexts)" (Karoly, 1993, p. 25). Self-regulated learning (SRL) self-regulation in learning can be understood as the process of a student activating his own thoughts, feelings and behavior systematically aimed at learning purposes (Lidiawati: 2014).

Online learning requires student learning independence during the learning process to optimize student learning outcomes. For this reason, the relationship between online learning and Independent learning needs to be studied further as follows: references from learning that has been done. Independent learning itself is defined as the nature, willingness, and ability of students to carry out active learning activities that are driven by motivation to master the specified competencies (Foster & Cresap, 2012).

Online learning is a teaching and learning process that utilizes the internet and digital media in delivering the material. Online learning offers many advantages to adult learners, e-Learning is now being recognized - and preferred - by more and more people, resulting in an increased number of distance learners in recent years. Emphasizing that distance education has a bright and promising future. Although online learning is proving helpful in safe guarding students' and faculty's health amid COVID-19 pandemic. (Adnan & Anwar, 2020. p. 49). Most of the TESL postgraduate students, the outcomes of online learning are much more important than others (Md Yunus, M.; Ang, W.S.; Hashim, H. 2021). Besides that, online learning growth is not without its challenges. Attrition rates in online learning can be twice as high as a traditional classroom format (Levy, 2007). Lack of ability to self-regulate is a significant reason for dropout rates in online courses (Lee & Choi, 2011). This may be due in part to students not recognizing the effort and organization required to succeed in online courses.

The relationship between online learning and Self-Regulated learning needs to be studied further as follows: references from learning that has been done. Self-regulation is a construct that has been researched for decades, and more recently has become an important component of successful online teaching and learning (Barnard, Lan, To, Paton, & Lai, 2009). There is an increasing need for online faculty to not only be aware

of the self-regulatory challenges that students face, but also to foster appropriate strategies as they have been shown to correlate with successful academic outcomes.

Given that a positive association exists between self-regulated learning and academic performance in college students (Nota, Soresi, & Zimmerman, 2004). Empirical research has shown that implementing various strategies in online courses can foster SRL in students, and that structuring of the online learning environment to promote self-regulated learning is a central component of driving successful student usage of SRL (Barnard-Brak et al., 2010; Ferla et al., 2010; Zimmerman, 1989). Researchers have suggested that SRL are of greater importance in online learning environments due to their more autonomous nature (Dabbagh & Kitsantas, 2004).

Self-regulated learning

Self-regulated learning is the ability of someone who has knowledge about effective learning strategies and knowing how and when to use that knowledge so that students are able to organize themselves in learning. (Zamnah: 2017) Self-regulation is a person's behavior which has the characteristics of being able to overcome obstacles and problems, have a sense of confidence and be able to do something independently without the help of others.

Zimmerman (1989), there are four aspects of self-regulated learning, namely as follows:

- **Metacognitive Self-Regulation** The cognitive aspect includes the process of understanding awareness and self-awareness and knowledge in determining the learning approach as one way in the thinking process. Cognition in self-regulated learning is the ability of individuals to plan, organize or regulate, instruct themselves, monitor and evaluate in learning activities.
- **Physical and Social Environment Manager** This aspect includes how to manage physical and social conditions, namely by studying the surrounding environment and seeking help. In addition, this aspect includes how a person learns a location that is suitable for the type of person's learning so that he is able to concentrate on learning. A student who has high achievement tends to regulate his learning environment.
- **Time Management** properly and wisely is needed by students to manage their study schedule. A student who is able to manage time well and wisely to study will affect good learning achievement for these students.
- **Effort Regulation** This aspect refers to a person's ability to accept a failure and build confidence to bounce back from that failure

Online learning

Online learning is a learning that is done electronically using computer-based media and a network. Online learning is also known as electronic learning, e-Learning, on-line learning, internet-enabled learning, virtual learning, or web-based learning. The online learning method is considered closer to the current generation of students who are known to be very integrated with technology products. This is a form of digitalization in the world of education that has many benefits. E-learning does not only access information but also guides students to achieve specific learning outcomes. The potential for online learning educational applications has grown. Students can not only access knowledge from textbooks, but also can access subject matter from outside the school.

Self-Regulated in online learning

It constitutes an essential factor for involvement and academic success in on-site (Torrano et al., 2017) and online environments (Cerezo et al., 2015; Berridi and Martínez, 2017). The online learning environments, as indicated in the systematic review of Wong et al. (2019), imply a highly autonomous component and one of self-management of the students to make their own decisions about what materials to review, when or how much to study, and what strategies to modify for the achievement of their academic goals. Likewise, more significant effort is necessary to maintain attention and focus during online activities (Alghamdi et al., 2020). Therefore, self-regulation of learning is considered a fundamental process that allows students to adapt to contexts, in this case to online learning, allowing them to develop planning, prevision, and monitoring activities (Barnard-Brak et al., 2010; Cerezo et al., 2015), to persevere when faced with difficulties in the achievement of their academic goals.

According to Boekaerts (2002), a stressful factor may unleash very intense emotions in some young people and moderate emotions in others; hence, having effective control mechanisms helps students to protect themselves against the emotional states that arise as a result of daunting circumstances (Koole and Jostmann, 2004). Several researchers (De la Fuente et al., 2015) have found a significant relationship between self-regulated learning and the academic stress coping strategies of university students. They found a stronger relationship with coping strategies focused on the problem. On this subject, Jackson et al. (2000) state that optimal coping skills and regulating behavior, particularly in situations of stress, should be analyzed within an interpersonal context.

Self-Regulated learning of Postgraduate student

Postgraduate students must therefore develop second-order learning capabilities and activate their cognitive, motivational, and effective learning strategies to self-regulate their learning (Zimmerman, 2008), to face academic demands and responsibilities in light of their future professional activities. However, during the home confinement that has been required during the COVID-19 pandemic, not all young people have had the same living conditions, adequate access to technology, nor do they have similar behavior and skills to face these conditions. Moreover, the content of some disciplinary areas is not adaptable to virtual settings (Pinzón and Hederich, 2008). Besides, each student has a particular way of facing social isolation due to home confinement; thus, in some cases, students' emotional well-being may be significantly reduced upon not knowing how to face uncertainty, anxiety, boredom, and even the sadness that staying home implies.

Reflecting on the thing above, the cyclical process in which self-regulated learning skills and strategies develop appears to be a function of personal, emotions, behavioral, and environmental factors adjusting, modifying, and changing as they interact with one another in each cycle or iteration. In a student's learning process, these factors interact with each other in each cycle, which changes the student's self-regulated learning skills and strategies (Bandura, 1986, 1997) and on the other hand SR involves intentionally recruiting and applying the necessary skills to control, manage, and planning for cognition, emotion, behavior, motivation and influence (eg, Morrison, Ponitz, & McClelland, 2010; Schunk & Zimmerman, 1997).

CONCLUSION

This is where the role of self-regulated learning in online learning during pandemic covid 19, in individuals is seen above every personal opportunity to learn optimally in order to achieve the goals to be achieved. Learning refers to actively and flexibly applying metacognitive learning strategies, inspiring learning motivation, and making active self-monitoring, self-feedback, and self-regulation of their learning behavior based on learning goals set in advance and performing self-examination and self-evaluation.

These results allow for the identification of important educational implications. From these findings, consider it important that lecturers help students understand the relevance of SRL for better management of the uncertain circumstances beyond their control, which they are currently experiencing due to the pandemic. It is also important to consider the reality of each student and the use of student-focused virtual teaching and learning models that promote independent learning and self-regulation in a warm and interacting environment. Today, more than ever, universities and teachers must be creative in supporting the student education process correctly to achieve the desired learning.

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