

**THE CORRELATION BETWEEN SELF-REGULATION
LEARNING IN ONLINE LEARNING AND ACADEMIC
ACHIEVEMENT OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS AT SRIWIJAYA UNIVERSITY**

A THESIS

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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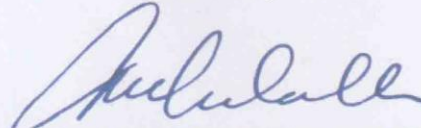
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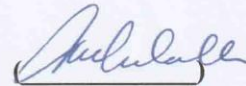
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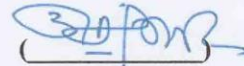
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Certify that thesis entitled “The Correlation between Self-Regulation Learning in Online Learning And Academic Achievement of English Education Study Program Students at Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher eeducation. Therefore, I deserve to face the court if I am found to have plagiarized this work

Palembang, December 2021

The Undersigned



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THESIS DEDICATION

In the name of ALLAH – The Most Gracious and The Most Merciful. The writer would like to dedicate this thesis to:

1. Allah SWT – Ar-Rahman and Ar-Raheem, who always guides me and protect me whenever and whenever I need and Prophet Muhammad SAW who has brought from darkness into the lightness and always love as his servant.
2. My beloved family, My amazing parents, Multi Akbar and Sunarti, and my brother Joshua Ritonga who always support me. Thank you for being a good family who always prays for me, always supporting me both materially and immaterially and for encouraging me when I feel down.
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MOTTO:

“Trust Yourself. You’ve survive a lot, and you’ll survive whatever is coming.” – Robet Tew

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Palembang, December 2021

Oktavia Ritonga

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

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 interact, 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 Sriwijaya University. The data were collected by using the Self-Regulation (SR) in three types of online interaction questionnaire and the data for academic achievement was the students' GPA. The data were analysed statistically by using Pearson Correlation analysis. The result revealed a very weak correlation and not significant between the two variables ($r= 0.104$, $p\text{-value}=0.169$).

Keywords: Correlation, Self-Regulation in three type interaction, Online learning, and Academic Achievement.

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objectives of the study and (4) the significance of the study.

1.1 Background of the Study

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, feelings, 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). SRL refers to the ability of students to understand and control their learned and to make adjustments in learning processes in response to their perception of feedback regarding the status of knowledge (Schunk & Zimmerman, 1998).

Self-regulated learning in an academic context involves a multidimensional construct, including metacognitive, cognitive, behavioral, motivational, and environmental processes that learners can apply to strengthen academic achievement (Dörnyei, 2005). More specifically, it refers to planning and managing time; getting to and concentrating on instruction; organizing, rehearsing, establishing a productive work environment; and using social resources effectively (Schunk & Zimmerman, 1997). Theoretically, Self-regulated learning (SRL) is a process model using a cyclical structure in the phases of

before (*forethought*), during (*performance*), and after (*self-reflection*) learning that students believe they can achieve the desired outcome in the specific learning environment (Panadero, 2017; Peel, 2020; Zimmerman, 2011). (Zimmerman, 1989) Self-regulation, is an independent process and behaviour, by which learners turn intellectual abilities into skills or competencies, SRL formally defined as ideas, feelings, and actions self-generated and strategically designed and tailored to achieve personal goals. The effective and efficient students control themselves, evaluate activities, set realistic goals, choose, and adapt or devise approaches to achieve their goals. Self-regulation learning (SRL) formally defined as ideas, feelings, and actions self-generated and strategically designed and tailored to achieve personal goals. Action in SRL according Moore (1989) proposed types of interaction in learning situations to describe students' learning experiences. This interaction takes place between the student and the topic, the student and the teacher, and the student and another student. Students also track progress in the workplace, control distracting feelings, and decline motivation, and change success-friendly strategies. These students ask questions, make notes, and dedicate their time and energy to their learning (Paris & Paris, 2001).

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. Shutting down the schools and having on-line face-to-face school activities have forced the 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, 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”.

As mentioned in the previous paragraph, the current COVID-19 pandemic condition demands a change in the teaching and learning process from studying face-to-face at schools to learning from home. 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). According to Basilaia and Kvavadze (2020), online learning is the knowledge transfer using images, audio, video, text communication, and software supported by internet networks. The teachers have to prepare learning materials and pedagogical approaches, such as Massive Open Online Courses (MOOCs), that students can access online simultaneously or not simultaneously (Kaplan & Haenlein, 2016). 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, and Microsoft. Online learning could even be done through social media, such as Facebook and Instagram (Kumar & Nanda, 2018). The platform that supports UNSRI students in online learning can be accessed by UNSRI students for free is Moodle.

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 or 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.

In this present study, the focus is also on students' self-regulated in online learning. Specifically, this present study will investigate whether or not there is a significant correlation between self-regulated in online learning and academic achievement of the English education study program students at Sriwijaya University. The writer believes that self-regulated learning plays an important role in academic achievement. This is based on what study results from Surtani et al., (2021). Surtani et al., (2021) stated that self-regulation plays an important role in student academic achievement, especially online learning. Self-regulated learning had a direct and indirect positive effect on the digital learning environment (Online learning) and students' academic achievement. Academic achievement is also directly affected by the digital learning environment. In the context of the current study, the students appeared to improve their learning strategies through the use of self-regulated learning. This is especially true for learning during a pandemic, which requires students to be more autonomous.

This present study will get involved the Third (3rd), Fifth (5th), and Seventh (7th) semester students of the English Education Study Program of Faculty of Teacher Training and Education. These students are selected because they have been using online learning of their study from 2020.

1.2 The problems of the study

The problem of this study is formulated in the following research question: Is there any significant correlation between Self-Regulation Learning in Online Learning and Academic Achievement at English Education Study Program Sriwijaya University?

1.3 Objective of the Study

Based on the research question, the objective of this study is to find out whether or not there is a significant correlation between Self-Regulation Learning in Online Learning and academic achievement of the English Education Study Program students of Faculty of Teacher Training and Education at Sriwijaya University?

1.4 Significance of the Study

The writer hopes that the result of this research will be useful for English teachers to realize the correlation between self-regulation in online learning and academic achievement so that the teachers can enrich the students' self-regulation in online learning in order to improve their academic achievement. It is also hoped that this research will give beneficial information to the school or any educational institution to increase the quality of the students and also the educational outcomes. Finally, it is expected that this research will give some useful knowledge to the writer by knowing the correlation between self-regulation learning in online learning and academic achievement, and also some experiences in conducting an educational research. For addition, this study can be one of the sources of information for further studies.

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