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Self-Regulation amongst Married Students Participating in E-Learning Activities at IAIN Madura

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Abstract

This study aims to identify and understand the self-regulation of married students involved in online learning. The study employs a qualitative approach with a phenomenological perspective. The research subjects were selected using purposeful sampling technique and the data collected using interview and observation. The results showed that the research subjects used cognitive regulation, motivation regulation, behavior regulation, and context regulation. Self-regulation carried out by the subject in online learning influenced by the situation and the characteristic of each individual. A further significant factor was the level of social support.

Keywords: Self-regulation in online learning, students, multiple roles

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1. Introduction

Pandemic situation caused by Corona Virus Disease (CoVid-19) made various challenges in every elements of life, including in educational institution. Educational institution, specifically high education, is forced to change learning system which is suitable with valid government rule related with the pandemic being faced. Lecture form that can be as a solution in this pandemic is by implementing e-learning. Based on Wagner (2005), E-learning can be defined as the educational process by using communication and information technology to conduct training, distribute learning content, communicate between students and teachers, and also to study management.

E-learning implemented by the students requires a good self-regulation to support the conducive e-learning, primarily for the students who had got married, they will have multiple roles. A good self-regulation in e-learning will assist people in fulfilling various demands they faced, because e-learning tends to be individual. Santrock (2007) in Rachmah (2015) proposed that the existence of self-regulation in learning will make the individual can regulate, evaluate their goals and make the adaptation required so it can support the students' achievement. It can be proved by research result

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Page 168

conducted by Jennifer Lock (2017) that self-regulation can be seen differently in e-learning environment. To participate in e-learning needs sincerity from every individuals and adequate facilities. Thus, it will make e-learning become conducive. Besides that, the instructor also should assist students' self-regulation by choosing and using appropriate technology. In a line with the statements proposed by Inan (2017), she said that self-regulation, specifically planning, as an important factor for explaining learners' success and satisfaction in participating e-learning. Seen from the previous study that have discussed about learners' self-regulation in participating e-learning, in this study learners with multiple roles become as the subject of study. Therefore, in this research, the researcher will use students who have got married or have multiple roles as the subject of research.

2. Literature Review

According to Boeree (2010) in Alfiana (2013) Self-Regulation means one of the main components of human personality. The term self-regulation was first stated by Albert Bandura in his social learning theory which is defined as person's ability to control his own behavior. Then, depend on Pintrich (2004) in the perspective of self-regulated learning, students have the potential to monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some of the characteristics of their environment. This assumption does not mean that individuals will or can monitor and control their motivation, cognition, behavior all the time or in all contexts more precisely some monitoring, control and regulation is possible.

There are four components of self-regulation on learning in the learners by Pintrich (2004): (1) Cognitive regulation; an important aspect of regulating cognition is the monitoring of cognition. Students have to become aware of and monitor their progress toward their goals, monitor their learning and comprehension, in order to be able to make any adaptive changes in their learning. (2) Regulation of motivation and affect would include attempts to regulate various motivational beliefs that have been discussed in the achievement motivation literature such as goal orientation (purposes for doing task), self-efficacy (judgments of competence to perform a task), perceptions of task difficulty, task value beliefs (beliefs about the importance, utility, and relevance of the task), and personal interest in the task (liking of content area, domain). (3) Behavioral regulation; an aspect of self-regulation that involves individual efforts to control their own behavior, and (4) Regulation of context, involves efforts to control and organize tasks and contexts faced by students in the classroom. Compared to regulation of cognition, motivation,

and behavior, control of tasks or contexts may be more difficult because they are not always under the direct control of individual learners.

Students who have multiple roles really need self-regulation, especially in participating e learning. Students who have good self-regulation will help them in participating e learning effectively and reach great academic achievement as mentioned by Schaie and Carstense (2006) that students who are also having another social role requires self-regulation in the learning that is undertaken, and the influence of the role it has will make the level of self-regulation carried out is greater than other individuals who do not have other social roles.

The results of Kuo & Kuo, (2013), found that internet self-efficacy and self-regulation of students greatly present a significant performance to their learning. The study defines that confidence carries on the students' belief to creating more opportunity in order to complete the task of online learning. this means, self-regulation has a meaningful implication to the success of students' online learning. the study shows a positive result which there is a significant relation between internet self-efficacy and self-regulation in implementing online learning.

Another study done by (Abdullah Melissa Ng Lee Yen, 2020), states that self-regulation is considered to be a primary aspect to encourage students' performance in delivering task, seeking advice, managing time schedule, and applying the use of the technology itself. When students' metacognitive skills are motivated, the success of online learning is possible because they will be able to apply self-monitor and self-regulate during the learning.

3. Method

This study uses a qualitative approach with a phenomenological perspective with self-regulation variables in learning as a research variable to be investigated. This qualitative research method is in line with the statement of Creswell (2011) that qualitative research method is an inquiry approach useful for explorating and understanding a central phenomenon. The phenomenological perspective which is used is suitable with Ary's statement (Ary, Jacobs, Razavieh, & Sorensen, 2009) which stated that a phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it.

The subjects in qualitative research are called by subjects. The subjects involved in this study were five persons using purposive sampling with the criteria of students in 5

semester of undergraduate at IAIN Madura who had got married as stated by Creswell (2011) that in purposeful sampling, researcher intentionally select individuals and site to learn and understand the central phenomenon.

Data collection was carried out by interview and observation. The interview procedure was conducted by referring to the interview guide based on the guideline of Self-regulation in learning by Pintrich (2004). The interview guideline that was made was an open question in which the research subject could freely answer all of the questions asked by the researcher. The interviews were structured interview through Whats App. This research also use observation to find out and add information related to how the subjects applied self-regulation in e learning apart from the main source, namely interview.

The data analysis method uses a qualitative-phenomenological data analysis by the Stevick-ColaizziKeen method from Moustakas (1994) as used in a research conducted by Rachmah (2015) were; (1) to describe the event or phenomenon directly experienced by the subject, (2) from the statements of the respondent and the researcher; (a) examining each statement related to the research problem, (b) recording the relevant statements, and (c) the statements that have been made are then listed (units of the meaning of phenomena) and endeavored so that there are no overlapping statements or repeatedly, (d) grouping each unit of meaning into certain themes, (e) making a synthesis of the units of meaning and theme (textural description), including verbal statements which are the core units of meaning, (f) maintaining self-reflective structural explanations itself through a variation of the imagination, in which the researcher creates a structural description construct, (g) combines textural and structural description to determine the meaning and essence of the phenomenon. (3) Showing the stages in the second part for each subject, and (4) making a comprehensive explanation of the meaning and essence of the phenomenon obtained.

4. Result and Discussion

4.1. Result

The use of qualitative method in this research is to know the detailed phenomenon experienced by the subject of research. Research results obtained by this research are:

4.1.1. Background of the rise of self-regulation in e-learning

All of research subject realize that they have multiple roles that are as students and also as a wife or housewife so that they set the time that possible for them to cover all the activities well, both of the learning obligations in campus and household activity. Their ability in doing self-regulation in participating e-learning influence the effectivity of learning activity they participated in although they also do not denied that there will be some obstacles in every activity. Subject of the research lives together with other family members in a house beside main family such as parents (subject A), siblings (T), parents in law, and siblings in law (AW, R), whereas subject L only lives with main family. This condition gives the influence toward self-regulation implemented by the subject of research. Motivation and support given by family and closest people give an impact toward activity implemented in solving the multiple roles they have.

It is supported by the interview result with subject L that proposed that she is more excited to finish her study because she gets support from her couple and closest family. She said,

> *"Alhamdulillah suami saya dan juga keluarga selalu ngedukung saya. Makanya saya tetap ingin belajar, dan belajar setidaknya sampai lulus s1"* (Subjek L)

Means that she is grateful for having a husband and family that support her as like she said in the interview via WhatsApp. Not only subject L, subject R also get support from her couple as like she said that,

> *"ada satu motivasi yang benar-benar mendukung saya untuk tetap mengikuti pembelajaran daring adalah, Alhamdulillah suami saya juga mendukung saya untuk tetap kuliah dan juga mendukung kalok saya melanjutkan s2"* (Subjek R)

Means that there is a motivation that really supports her to participate in e-learning and continue her study in postgraduate. That motivation is her husband.

In addition, subject A proposed that her couple always understand toward her busy college schedule. She said,

> *"saya selalu komunikasi aja sih kalau ada kelas daring, dan suamiku selalu ngerti gitu"* (Subjek A) Means that she always communicates with her husband if she has class in e-learning.

4.1.2. The Role of Characteristic Individual on Self-Regulation

Subject A lives separately from her husband who is in Surabaya. She lives with his parents who help her carry out her daily activities. Even so, she still takes care of here household needs. Although she uses behavior and context regulations, subject A tends to use motivation regulation because she always supported by her husband, so she immediately wants to complete her study.

Subject L is an individual who has independent characteristic since adolescence, so that even though she only lives with her main family (her husband) she can manage her time well. Therefore Subject L prioritizes behavior regulation by managing time well between the demands of lectures and household obligations. Everything is done so that both roles can be balanced and no one is overlooked.

The subject of AW comes from a poor family so that her motivation to stay active in participating in e-learning is because she is reminded of the costs that have been incurred, because online learning certainly costs more, so she really follows online learning to the fullest of course after all his household work is done.

Subject R is a student and a housewife who also has her own business. This requires her to be able to manage the best possible time. Apart from that, her family is also very supportive of her in taking part in e-learning so that she feels less burdened by the two roles she is taking. In this case, subject R tends to use behavior regulation and motivation regulation.

Subject T is a housewife who is very eager to take part in e-learning because even though she is got married and plays a role in household affairs she also wants to get a high academic achievement. The behavior regulation she applied is to always be actively involved in carrying out tasks and completing tasks before the collection deadline.

4.2. Discussion

The purposes of this research are to observe and to know the full description about self-regulation in participating e-learning from the people who experience directly that are the five semester of undergraduate students who also have role as housewife.

From the previous research that also discuss about students' self-regulation in participating e-learning (Inan et al., 2017) self-regulation play an important role in determining their success in participating e-learning. In this research, the subject is the student who has multiple roles as the student and also a housewife. These multiple roles

TABLE 1: Self-Regulation in e-learning of students who got married

Subject's Situation	Form of Regulation			
	Cognitive Regulation	Motivation Regulation	Behavior Regulation	Context Regulation
A student with a baby	Having a strong intention to study, Ensuring the household is done first	Support from the family	Managing time to study	Managing the learning environment in order to conducive
A pregnant student		An intention to finish the study on time	Communicating the schedule of lecture to husband	Changing the learning environment through changing the mindset
An entrepreneur student who got married	Focus in participating e-learning	An intention to be a great role model to her children Support from her husband	Managing time well	Having positive interaction and support other students.
A student and a housewife live with her parent in law	Having positive thinking and get ready to the consequence of e-learning in pandemic era	Remembering the costs of education	Prioritize the earlier task	
A student with a baby	Focus to the study	Getting the highest academic score	Participating to finish task actively and finishing the task before deadline	

cause various obstacles to be able to participate well particularly in e-learning that implemented in this pandemic era. E-learning requires high self-regulation to support the students in participating the activity well because the lecturer or instructor cannot monitor directly in e-learning.

The result of this research indicate that all of the subject of the research have the same goal that is remain to maintain their education even though they should share their time and focus. Subjects of the research use four component of self-regulation as like the previous finding by Pintrich (2004) and Rachmah (2015). Those four components are cognitive regulation, motivational regulation, behavior regulation, and context regulation. Although all of the subjects use those four components, they tend to use motivational regulation in participating e-learning. It indicates that motivation from learning environment, specifically from the closest family. They play an important role in regulating every individual's life.

The success of online learning related to self-regulation needs a utilization of cognitive, metacognitive, motivational and behavioral processes are essentials to achieve

learning goals. Cognitive processes involve students' strategies used to accomplish or comprehend knowledge or information. Metacognitive processes involve learners' personal capacity to set up plans, schedules, or goals to observe or asses their learning progress. Motivational processes are also needed to determine success or failure in students learning, this means self-motivation and willingness to take responsibilities during their learning are essential in their learning performance. While, Behavioral processes such seeking help from others to optimize learning may be the critical factors in self-regulation, Zimmerman & Martinez-Pons (1988) in Kuo & Kuo (2013)

5. Recommendation and Suggestion

Self-regulated in online learning play a significant role in implementing the success of learning performance of the students. With positive results of the study, Self-regulation carried out by the subject in online learning influenced by the situation and the characteristic of each individual. When one's has been sufficient with self-regulation to succeed in virtual learning performance, further research is needed to analyze about the motivation and self-learning-interest in virtual learning environment to acquire more objective result in terms of the perception and students' behavior to maintain the success of one's efficacy to study with technological support such as online learning platform selection, while face-to-face class meetings are still not possible during the pandemic.

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