Self-Regulated Learning as Problem Solving of Online Learning in Covid-19 Pandemic Era

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Self-Regulated Learning as Problem Solving of Online Learning in Covid-19 Pandemic Era

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Abstract— The aim of this study is enhancing students' virtual learning through independent learning method which is termed as self-regulated learning (SRL). The participants of the study were 30 students at the second semester in State Polytechnic of Bali. A questionnaire was administered to highlight progress in the students' learning The study revealed that SRL method proved to be effective in enhancing students' online learning in English for Room Division Operation subject course, through some learning methods: (1) a clear priority scale and goals, (2) discussion each other with peers or with teachers and tutors when doing assignments or while studying, (3) interesting notes while studying, (4) making learning interactive, (5) finding a comfortable place to study, (6) taking advantage of other learning media, and (7) doing a learning evaluation.

Keywords—self-regulated learning, English for room division operation, problem solving

I. INTRODUCTION

The pandemic of Covid-19 has caused such a significant impact to every sector, including teaching learning activities in Indonesia. The Minister of Education and Culture has anticipated this situation by issuing the circular letter No. 36962/MPK.A/HK/2020 on March 17, 2020 in which teaching learning process is conducted online [1]. This policy is taken in order to prevent the virus outbreaks throughout the country. Consequently, it has changed the usual face-to-face learning into an online system. Online learning has potential in learning, including the meaning of learning, ease of accessing learning resources, and can improve learning outcomes [2].

However, in reality there are many obstacles that come when conducting online learning, including network or signal problems, limited electronic equipment owned, and sometimes inadequate home conditions for learn. In pandemic conditions or normal conditions, students are required to be able to study independently because not all teachers can monitor students' learning well [3].

In addition, independent learning also aims to form students who have lifelong learning abilities and can regulate their circumstances in learning activities [4]. The benefits of independent learning include students being able to learn according to their wishes, expectations and motivations, students can be more active and plan their own learning processes and outcomes [5].

Self-study can increase curiosity, critical thinking skills, decision making, innovation, and self-confidence [6]. The individual's ability to manage effectively and both the experience and the learning process so as to obtain optimal results is called self-regulated learning [7]. Meanwhile, Arkorful, and Abaidoo [8] said that self-regulated learning is a concept of how a student becomes a self-timer.

In fact, the condition of the world of education during the COVID-19 pandemic greatly affected the educational system, especially in conveying material and lesson concepts that were easily understood by students [9]. The distance learning process that has been implemented so far, not everything goes as it is expected, the subject matter is not delivered properly [10]. The evidence reveals that the curriculum provisions are not going well. Therefore, the teacher must find ways to make it

easier for students to learn and understand the subject matter independently [11].

Independent learning by students will form an independent culture for these students [12]. The challenges of education in the era of the industrial revolution 4.0 require students to continue to advance and develop either independently or in groups, students must continue to explore their own abilities [13]. Independent habits and culture in every process will educate students to be tough in facing developments and not to lose in the competition of the times [14-15].

Self-regulated learning plays an important role in learning because it helps direct students to independent learning, namely managing study schedules, setting learning targets and finding the information needed independently. Students with self-regulated learning are able to manage their own study time, seek information about knowledge and learning materials from various sources, such as utilizing existing technology, and if they do not find what they are looking for, teachers can be their reference [16]. A lot of research on self-regulated learning has been done. The result is that self-regulated learning is not only important for one's academic area but in various areas. The benefits of self-regulated learning can be to improve academic achievement, improve disciplined behavior, improve work performance in adults, improve multitasking abilities, increase rationality in decision making, increase efficiency in learning new knowledge, and reduce academic anxiety [17]. Zimmerman [16] explained that the factors that influence self-regulated learning consist of personal factors, behavioral factors, and environmental factors. In fact, those factors are interrelated in the sense of when one tries doing an independent learning the form of performance or behavior resulted also makes the change in learning context.

Several ways that can be done to grow and improve student self-regulated learning according to [16] are: (1) make a scale of priorities and goals or objectives. Students can make a clear priority scale and goals to be the main goals in learning. (2) Communicate and discuss with friends related to learning. Students can discuss each other with peers or with teachers and tutors when doing assignments or while studying. (3) Take interesting notes while studying. Interesting notes can increase students' motivation in learning. (4) Make learning interactive. Students are expected to be active in learning, both in online classes and during discussions. (5) Find a comfortable place to study. (6) Take advantage of other learning media. During this online learning period, there are many online seminars or webinars that can be attended for free. In addition, students can use other media for learning such as YouTube. (7) Do a learning evaluation. Students should always evaluate learning, in order to find out whether the strategies used are appropriate and effective or not.

II. METHODOLOGY

Based on the scope of the research problems that have been stated, this research can be classified into the type of development research. This development research develops the most suitable learning model for English for Room Division Operation course in improving students' independent learning abilities. The participants were 60 fourth semester hospitality study program students who took the English for Room Division course in the 2020/2021 academic year. This research activity will be carried out for six effective months with a series of activities ranging from preparation, implementation, research results' seminars, report preparation, and collection. At the preparatory stage, preliminary study and planning activities were carried out in which there are activities of model design consisting of learning model development, the basic material and supporting aspects, expert testing, small group trials. The application of the model at the classical level were carried out after going through a series of trials and revisions. Furthermore, the supporting aspect chosen is the preparation of a module based on a learning model.

Further analysis, it was applied a qualitative method of analysis for the data obtained from the questionnaire. Kemmis and Taggart [18] stated that the result of questionnaires show a qualitative data that can measures some variables, such as learning motivation, interest, and self-efficacy. From the results of the classical trial, a final analysis was carried out on the most suitable form of learning model for the English for Room Division course and its level of effectiveness on students' independent learning abilities.

III. RESULTS AND DISCUSSION

The attempt to overcome the learning difficulties of the English for Room Division Operation course and as an initial effort to foster the students' independent learning skills, learning has been carried out using the exercise of test oneself technique from library materials by Stott and Pohl [19]. The selection of this model is based on the desire that students be guided gradually as a repertoire of solving problems of how to handle the works of employees in the room division department of a hotel which includes communicative areas, situations/functions, and

structures. This technique is carried out with the assumption that if students can solve the problem of work carried out by a staff in the department room division properly, they will feel confident, feel able to finish well, a desire to excel an attitude to always try their best to achieve success.

At the beginning of this technique, students were enthusiastic and felt helped in understanding the subject matter of room division operations well, but over time another obstacle emerged, namely students felt bored and burdened because of the many tasks that had to be done. This situation was revealed from the two classes observed as it is shown in table 1.

TABLE I. GRADES OBTAINED AT THE END OF THE FOURTH SEMESTER

No	Grades		Percentage
	A Class	*B Class*	
1.	B	B	10%
2.	C	C	50%
3.	D	D	20%
4.	E	E	20%

Table 1 shows that the results obtained at the end of the fourth semester of 2020/2021 academic year were less than 50% of students who successfully graduated with a C grade, only 10% passed with a B grade and the remaining 40% received D and E grades. Consequently, it requires a more accurate solution so that students are motivated, feel enthusiastic, self-confidence and desire to achieve.

The emphasis of this problem is the condition where students lack of optimizing independent learning quality. The target of completing the task becomes a burden for students who have slow learning patterns and those who have moderate learning patterns and vice versa will be tedious for students with fast learning patterns.

Basically, independent learning emphasizes the occurrence of processes in people who learn in the form of mental processes. The independent learning process will be effective if there is a strong desire in students to really enter into learning events. Students need several conditions that encourage learning, namely 1) curiosity, 2) desire for achievement, 3) awareness of self-ability, and 4) the ability to try mentally [20]. From this fact, it is assumed that there will be an increase in students' learning motivation if they are given the opportunity to proceed towards Self-Regulated Learning (SRL) because students can independently regulate their learning patterns according to their respective learning speed levels.

After discussing with colleagues, the idea emerged to develop a learning model as a solution to this problem. This is because it is seen that students need a learning process that demands the confidence and perseverance of students as well as updating learning resources and also learning situations. In this case, it is implemented the strategy of learning that can maximize students' engagement during their learning process. This idea is based on the study of English and Kitsantas [21] about that this learning model demands the confidence and perseverance of the learner as well as the renewal of learning resources [22], which claims that independent learning is a context of learning in which the learner has control over the learning process. Therefore, it gives an advantage of increasing students' learning interests and motivation.

Dewi and Primayana [23] provides an explanation of how teachers prepare contextual learning so as to encourage students to learn independently. These stages are respecting the abilities of self and others which can be done by analyzing the types and strategies of student learning, comparing one student to another, to be able to provide targeted treatment, evaluating what teachers know and what they don't know, assessing what they know and what they don't know. Monitoring and evaluation need to execute periodically for the learning progress.

Change of learning mindset and more efforts have to be applied for fulfilling the learning achievement target. This can be done by setting appropriate goals that are able to provide the most effective challenges so as to be able to provide complete learning orientation, manage time and learning resources through planning and monitoring which are important in setting priorities, possibilities that occur in the future, and adjusting assignments to students' thinking abilities, reviewing the learning process, improving approaches, even if it is possible to do something new to indicate that there has been self-evaluation for some improvements required.

There are various ways for conducting SRL including explicit instructions, direct feedback, and metacognitive discussion, modeling and activities that can provide feedback analysis of the learning process. In addition, assessment, ideas' exchange, and discussing students' progress are also taken into account.

Practice narrative skills which are the identification of the respective learner. In fact, the method of viewing their own learning progress is related to their identity. Those who participate for learning feedback are showing a positive learning behavior. Based on the description above, it can be drawn that the SRL learning model is sustainable process of learning that can foster students' learning progress.

With this model, students are expected to be able to self-evaluate their mastery of the material, be able to do remediation, and arrange their own study schedule, but 16 control the level of student learning progress. Therefore, it is necessary to conduct research on the most suitable form of learning model for English for Room Division Operation courses and its level of effectiveness in increasing students' independent learning abilities.

The result of data analysis from distributing the questionnaire, it can be obtained information that students assessing their own mastery of English for Room Division Operation materials after being given the task of reading modules for class A and B are 52.67 and 46.56, respectively.

After getting an explanation from the lecturer in the tutorial in the classroom, students felt that their abilities had increased with the average for class A and B of 60.94 and 67.83. From the students' reading results, a post-test was conducted, and the results obtained were 52.67 and 46.56 for both classes. Furthermore, to improve students' understanding, various assignments were given for classes A and B.
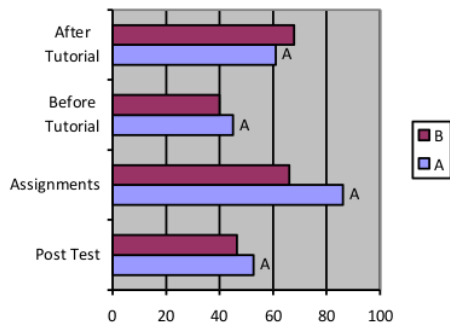

Fig. 1. Learning Activities of A and B Classes

For class A, students are given assignments individually with the freedom to work on 4 of the 8 questions provided, while for class B, students are given the assignments of working on all eight questions with the freedom to choose one discussion partner. The average results obtained from this assignment are 86.17 and 66.02 for classes A and B. These data are presented in the graph Figure 1 above.

IV. CONCLUSION

The whole process of the research, It is clear that the SRL model is quite effective for learning English for Room Division Operation, namely by preparing the SRL module and giving assignments with the freedom to choose the tasks that are mastered, giving students the opportunity to choose the learning patterns they like, and opening discussion forums. The provision of the SRL module and the implementation of the SRL learning model is quite effective in increasing students' self-study motivation. This is marked by an increase in poll scores and the initiative of their chosen learning pattern.

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