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SELF-REGULATED LEARNING (SRL) TENDENCIES OF EDUCATIONAL TECHNOLOGY STUDENTS IN ONLINE TUTORIALS

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ABSTRACT

Abstract: This study examines the tendency of Self-Regulated Learning (SRL) among Educational Technology students at Universitas Terbuka (UT) in participating in online tutorials (tuton). SRL reflects students' ability to independently manage, control, and monitor their own learning, which is essential in online learning environments. The survey involved 249 respondents (36% of the sample) from various UT regional offices, using the SRL instrument developed by Riyanti (2021), which measures six aspects: Goal Setting, Environment Structuring, Task Strategies, Time Management, Help Seeking, and Self-Evaluation. The results show the highest score in Goal Setting (87.94%) and the lowest in Time Management (50.68%). These findings indicate that students' SRL abilities are not yet evenly developed, highlighting the need for more structured and independent learning strategies in online education.

INTRODUCTION

Technology-based education, especially among Educational Technology students, has undergone a significant transformation with the advent of online tutorials. These tutorials offer remarkable flexibility, allowing students to access learning materials anytime and anywhere (Hill & Hannafin, 2001). However, success in participating in online tutorials does not solely depend on the availability of digital resources, but also heavily relies on students' ability to manage their own learning independently (Zimmerman, 1989).

At Universitas Terbuka (UT), the Online Tutorial (Tuton) is one form of web-based tutorial (WBT) designed to assist students in understanding course materials. Tuton enables interaction between students and tutors through various online platforms such as discussion forums, assignments, virtual classes, and distance learning applications. Students can participate in Tuton from anywhere as long as they have internet access, following a schedule set for each semester. Unlike face-to-face tutorials, Tuton is conducted entirely online, with no need for direct interaction with tutors—even via video calls.

In such an online learning environment, the ability to learn independently becomes crucial. The concept of Self-Regulated Learning (SRL) encompasses a set of cognitive, motivational, and behavioral processes that allow individuals to control their own learning (Pintrich et al., 1991). SRL includes the ability to set learning goals, self-regulate, use effective learning strategies, and monitor and evaluate one's progress. It is also believed to foster student independence and enhance academic achievement (Dinata et al., 2016). Therefore, in the context of online tutorials at UT, SRL is assumed to be a critical factor supporting student success.

Overall, SRL illustrates that effective learning is not passive but requires active student engagement in managing and directing their own learning process. The ability to identify learning goals, plan steps to achieve them, monitor progress, and reflect on outcomes are key components of SRL. Based on the program's experience in managing online learning, and insights from lecturers and tutors, it appears that while some Educational Technology students already exhibit a high level of learning independence, others still struggle. This variation may significantly impact their success in following Tuton.

Despite its flexibility, online tutorials present specific challenges, such as lack of motivation, difficulty in time management, and limited self-monitoring abilities (Deci & Ryan, 1985). Therefore, understanding the role of SRL in determining student success in the digital learning era is essential. Self-Regulated Learning (SRL) is an approach that describes how individuals actively control, manage, and direct their own learning processes. This theory emphasizes the crucial role of the learner in organizing learning strategies, identifying goals, and monitoring their progress. The SRL process involves several key dimensions, including planning, implementation, and evaluation—all of which contribute to successful learning. SRL includes steps such as setting learning goals, selecting appropriate learning strategies, and continuously monitoring progress.

Overall, the concept of Self-Regulated Learning (SRL) suggests that effective learning does not occur passively, but involves the active engagement of students in managing and directing their own learning processes. The ability to identify learning goals, plan steps to achieve those goals, monitor progress, and reflect on the outcomes are key elements of SRL.

Through the contributions of various scholars, SRL theory has become increasingly comprehensive in understanding how individuals regulate, control, and motivate themselves throughout the learning process.

By applying the concept of SRL in educational contexts, teachers and mentors can design learning experiences that support the development of SRL skills. This includes giving students greater responsibility for their own learning, helping them plan their goals, and providing constructive feedback to help them learn to self-regulate. By understanding and developing SRL skills, individuals can become more effective and independent learners, capable of meeting the challenges of lifelong learning.

This study is particularly relevant in the context of the evolving paradigm of online education. By gaining deeper insight into the factors influencing student success in online tutorials, educational institutions and curriculum developers can design more effective learning strategies tailored to the needs of Educational Technology students (Dabbagh & Kitsantas, 2012). Hence, this study aims to contribute significantly to our understanding of how Self-Regulated Learning plays a key role in student success in online learning and provide valuable insights for the Educational Technology Study Program regarding students' SRL tendencies in engaging with online tutorials.

This study will examine students' tendencies in setting learning goals, choosing appropriate and supportive learning environments, planning online learning strategies to support achievement, managing study schedules and time allocation, seeking help when facing difficulties, and evaluating strategies and learning outcomes. The findings of this study are expected to support the improvement and development of the study program, both academically and practically. The research may serve as a foundation for identifying which aspects of learning independence are already well-developed among Educational Technology students and should be maintained, and which areas still need improvement and support through program services. Ultimately, the findings can inform the development of more effective and adaptive strategies for online learning among Educational Technology students.

METHOD

This study was conducted using two methods: survey and interview. Two types of research instruments were used. First, the survey employed a questionnaire derived from previous research (Riyanti, 2021) which respondents could access online via the link https://online-srl.id/srlqs. Second, in-depth interviews were conducted using a guideline developed based on the variables and indicators of Self-Regulated Learning (SRL). Additionally, to enrich the discussion, a focus group discussion was held with lecturers from the Educational Technology Study Program at Yogyakarta State University. The procedures and techniques for data collection are presented as shown in Figure 1.

The Focus Group Discussion was held for 3 hours. The UNY Research Team and Lecturers both presented their respective experiences about the tendency of Educational Technology students in mastering SRL.

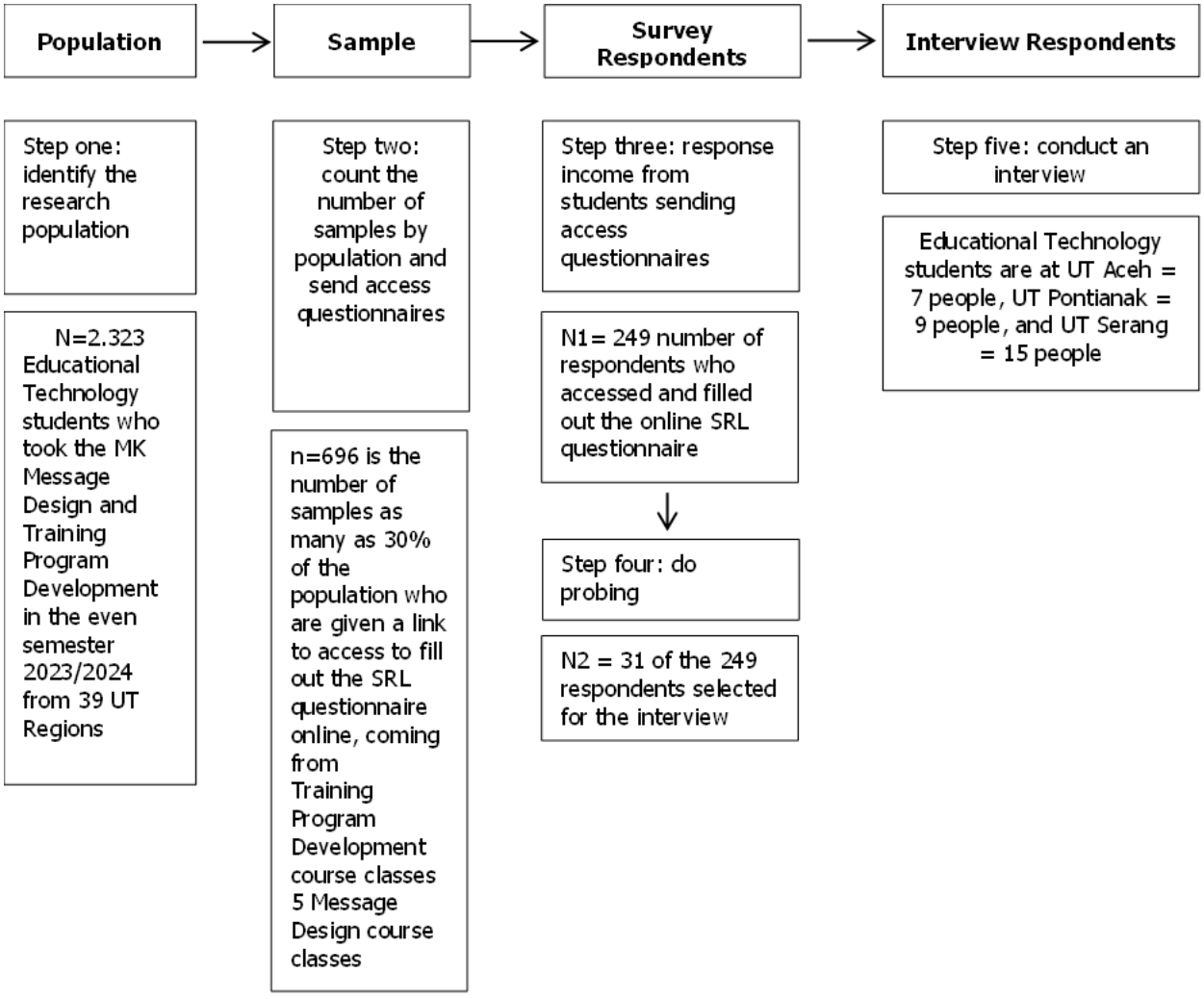

Figure 1. Procedures and techniques for data collection

RESULT AND DISCUSSION

Result

In this study, data collection was carried out through the distribution of questionnaires and interviews. The statements expressed in the questionnaire instrument include: Goal Setting, Environment Structuring, Task Strategies, Time Management, Help Seeking, and Self Evaluation.

Educational Technology students in general (87.94% of the total number of respondents), have a tendency to set learning goals in carrying out online learning, especially in following the tuton. This is evidenced by several tendencies, such as 1) students who make targets when doing Tuton assignments 97.30%, 2) students who set short-term goals (daily or weekly) that I want to achieve in Tuton 81.48%, 3) students who set a high grade standard for Tuton 81.08 and 4) students who set long-term goals (monthly or semester) that I want to achieve in Tuton 91.89%.

Educational Technology students in general (85.81% of the total number of respondents), tend to choose a location or learning environment that supports online learning activities. This tendency can be seen from 1) 91.89% of students choose the right learning location when they are opening Tuton to avoid distractions, 2) 70.27% of students close all tabs or windows that are not related to the lecture material, 3) 91.89% of students really understand the most effective learning for Tuton? 4) 89.19% of students choose the learning time that has the least disruption.

Educational Technology students who have a tendency to design online learning strategies to support learning outcomes are 62.16% of the total number of respondents. This can be proven from 1) students who have a tendency to develop special strategies to complete Tuton assignments 78.38%, 2) students who make strategies in doing Tuton assignments 75.68%, more than 50%, 3) the tendency of students who prepare questions before joining a discussion forum or chat room is only 43.24%, while 4) the tendency of students who do additional things other than those assigned to master Tuton material is also only 51.35%.

Educational Technology students who tend to set a schedule or time allocation for online learning are only 50.68% of the number of respondents. This can be seen from the answer that states 1) setting the same schedule every day or every week to study through Tuton 62.16%, 2) allocating additional study time for Tuton, because in online learning good time management is required 62.16%, 3) allocating special time to study in Tuton 59.46%, while 4) students who determine the number of STUDY hours allocated each week for Tuton are only 18.92.

The tendency of Educational Technology students to develop strategies to get help when facing difficulties in online learning was 72.97% of the number of respondents. This is evidenced by 1) 91.89% of students have a tendency to find difficulties when learning through Tuton, 2) only 54.05% ask others who have participated in online learning about effective ways to learn in Tuton, 3) 75.68% of students have a tendency to contact classmates in Tuton when facing learning difficulties, and 4) only 70.27% of students have a tendency to share problems in online learning with classmates so we know what problems experienced together and how to solve those problems.

The tendency of Educational Technology students to self-evaluate online learning strategies and outcomes was 76.35% of the number of respondents. The evidence that can be seen from this tendency is 1) 91.89% of students evaluate their understanding of the material studied, but 2) only 67.57% of students have a tendency to communicate with classmates to find out if they have different understandings, 3) 81.08% evaluate learning strategies that are able to achieve the set targets, 4) 64.86% of students in the middle of the semester, reflect on whether the learning strategies applied to tuton are appropriate.

Discussion

In this part of the discussion, the results of surveys and interviews will be described regarding the tendency of Self-Regulated Learning (SRL) of Educational Technology students in carrying out online learning in every aspect. Educational Technology students have a tendency to set learning goals. This is supported by the results of the interviews stating that they feel it is important to set goals in each lecture because: a) understand the importance of setting goals to attend lectures in a directed manner; b) be aware that goal setting helps in monitoring the learning process and outcomes; c) have a high score target as motivation, both

to accelerate graduation and work immediately, open up career opportunities, and develop deeper skills and knowledge.

Furthermore, Educational Technology students also tend to choose a conducive location or learning environment when participating in online learning. Only 14.19% of respondents did not specifically choose a learning location, while the majority were aware of the importance of place, time, atmosphere, and learning devices. Study time is also chosen strategically, such as early in the morning or at night for a calm atmosphere, and in the morning when enthusiasm is still high, of course adjusted to other lecture schedules.

However, the tendency of students to design online learning strategies to support learning outcomes has not been encouraging. As many as 36.49% of students did not prepare a special strategy. From the results of the interview, the strategies used generally include: a) remembering the tasks and deadlines; b) turn off other app notifications to focus; c) read the material and understand before doing the task.

The tendency to set a schedule or allocate time for study is also still low. However, the interviews show that students are aware of the importance of time management for productivity, by: a) creating a daily schedule of study and assignments; b) prioritizing urgent tasks; c) set a specific time to focus on studying; d) use reminder and calendar apps; e) Periodic breaks to stay focused; and f) regular evaluation of schedules and progress.

When it comes to strategizing to get help when facing difficulties in online learning, more than 50% of students show a positive tendency. However, there are still 27.03% who do not develop this strategy. College students generally overcome difficulties by: a) searching for additional material through the internet and other sources; b) contacting the tutor by email; c) study with friends; d) discuss through e-learning forums; e) join a study group to help each other.

The tendency of students to self-evaluate their learning strategies and outcomes is above 50%. This evaluation includes supporting factors such as: (1) smooth internet and signals, (2) easy-to-understand materials, (3) good time management, (4) active interaction, (5) conducive learning environment, and (6) supportive technology. The inhibiting factors disclosed include: (1) unstable internet connection, (2) weather or electricity interference, (3) inadequate devices, (4) high workload, (5) difficult material to understand, (6) low motivation, (7) poor time management, (8) environmental disturbances, and (9) technological limitations.

The tendency of students to develop SRL skills also seems to be influenced by their experience in participating in online learning on an ongoing basis. Some students stated that they learned from the previous semester's experience to improve their learning strategies and time management. They began using academic calendar features and digital reminders to create more organized study plans, although their implementation has not always been consistent.

Support from institutions and lecturers is also very influential in forming student SRL. Students find it helpful if the lecturer provides quick feedback and provides structured learning resources. Active interaction with lecturers and peers also strengthens motivation and responsibility for independent learning. Therefore, it is important for institutions to continue to develop online learning systems that are interactive and support SRL practices optimally.

To strengthen these findings, it is recommended that similar research be conducted in other courses and in different study programs. Thus, lecturers and study program heads can get a comprehensive picture of the condition of students' SRL. The results can be used as a basis for developing online learning strategies that are more responsive to student needs and increasing learning effectiveness in this digital era.

CONCLUSION

This study shows that of the six aspects of Self-Regulated Learning—namely Goal Setting, Environment Structuring, Task Strategies, Time Management, Help Seeking, and Self-Evaluation—there are varying tendencies in Educational Technology students. Students tend

to set learning goals and choose a conducive learning environment when participating in online learning or tutorials. Other aspects are at a moderate level, except for the time management aspect which shows a weak tendency in time management. Similar research should also be carried out in other courses and study programs, so that lecturers and Study Program Heads can understand the condition of students' Self-Regulated Learning more comprehensively.

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