



SELF-EFFICACY AND SELF-REGULATED LEARNING FOR ENGLISH CONTENT COURSES IN ONLINE LEARNING

Sharizan¹, Indah Tri Purwanti², Eliwarti³

^{1,2,3} Universitas Riau, Pekanbaru, Indonesia

¹rizanpalson28@gmail.com, ²indah.tri@lecturer.unri.ac.id, ³eliwarti@lecturer.unri.ac.id

ABSTRACT

This paper discusses a study that is focused on English Department students' self-efficacy and self-regulated learning for English content courses in online learning. This study is a quantitative descriptive study that involved 114 English Department students taking in Semantic Class at Universitas Riau. The participants are selected through a saturated sampling technique, where all populations who respond to the questionnaire are the samples of this research. The data are collected from a set of questionnaires that are broadcasted online through the WhatsApp Group feature and analyzed by using descriptive statistics through SPSS Application. The findings show that the English Department students' self-efficacy and self-regulated learning are high with a total average of 3.83 and 3.57 while learning English content courses in online learning. It can be inferred that the students who have background knowledge in operating technology and are familiar with it, are less likely to experience any problems while learning. Moreover, the understanding about self-efficacy and self-regulated learning should be more cultivating both the teachers and the students.

Keywords: self-efficacy, self-regulated learning, content courses, online learning

SELF-EFFICACY DAN SELF-REGULATED LEARNING PADA MATA KULIAH KONTEN BAHASA INGGRIS DALAM PEMBELAJARAN DARING

ABSTRAK

Artikel ini membahas sebuah penelitian yang berfokus pada pembahasan *self-efficacy* dan *self-regulated learning* mahasiswa Program Studi Pendidikan Bahasa Inggris pada pembelajaran mata kuliah konten dalam pembelajaran daring. Penelitian ini merupakan penelitian deskriptif kuantitatif yang melibatkan 114 mahasiswa Program Studi Pendidikan Bahasa Inggris yang mengambil kelas semantik di Universitas Riau. Sampel dipilih melalui teknik sampling jenuh, dimana seluruh populasi yang mengisi kuesioner dijadikan sampel dalam penelitian ini. Data dikumpulkan dari seperangkat kuesioner yang disebarluaskan secara daring melalui fitur Group WhatsApp dan dianalisis dengan menggunakan statistik deskriptif di aplikasi SPSS. Hasil penelitian menunjukkan bahwa *self-efficacy* dan *self-regulated learning* mahasiswa Program Studi Pendidikan Bahasa Inggris tinggi dengan rata-rata total 3.83 dan 3,57 saat mempelajari mata kuliah konten bahasa Inggris dalam pembelajaran daring. Dapat disimpulkan bahwa mahasiswa yang memiliki latar belakang pengetahuan dalam mengoperasikan teknologi dan terbiasa dengannya, cenderung tidak mengalami masalah saat belajar daring. Akan tetapi, pemahaman tentang *self-efficacy* dan *self-regulated learning* harus lebih membudaya baik oleh guru maupun siswa.

Kata Kunci: self-efficacy, self-regulated learning, mata kuliah konten, pembelajaran online

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INTRODUCTION

Pandemic Covid-19 has caused changes in the education field. The teaching and learning activities have to be conducted from home with severely limited tools and facilities (Pujilestari, 2020). This situation has caused an impact on students. Based on data from UNICEF about student responses towards online learning in Indonesia, from 4000 responses, 66% of the

respondents feel uncomfortable and anxious with online learning. Besides, it also influences self-efficacy and self-regulated learning which refer to attitude, motivation and scores (Lee et. al., 2019).

Self-efficacy is a sense of self-praise in mastering certain tasks that include judgments and confidence when doing a task (Teng et al.,

2018). It is the main motivator and mediator to do something and it can affect human acts (Bandura, 2012). This sense can also give positive impacts on students' learning performance (Lee et. al., 2019). On the other hand, self-regulated learning refers to the willingness or belief to plan, monitor and regulate certain activities through awareness, knowledge and control of cognition (Pintrich, 2012). It is a crucial factor in online learning which affects time management, goal setting, help-seeking, task strategies, environment structuring and students' self-evaluation (Barnard et al., 2009). In line with it, Lee, Watson and Watson (2020) claim that self-efficacy and self-regulated learning have a closer relation in the learning process. Students who have learning priority in online learning have better self-regulated learning and it can increase self-efficacy level (Cera et al., 2014). Therefore, self-efficacy and self-regulated learning might affect students' learning performance.

Based on the English Department Universitas Riau Curricula (2020), there are English content courses taught such as Sociolinguistics, Psycholinguistics, Syntax, Semantics, Morphology, etc. The content courses are quite difficult to comprehend and it can cause difficulty for the learners because there are many technical words and the frequency in lecturing is faster since there are many things that need to be delivered in content courses (Wilkinson, 2015). Therefore, according to these challenges for learning content courses, the students' self-efficacy and self-regulated learning are most likely to be affected.

Furthermore, there have been previous studies on self-efficacy and self-regulated learning conducted by scholars. However, there are still minimal studies about those two notions in relation to English content courses in online learning. The intention of this study is to find out the English Department students' self-efficacy and self-regulated learning for English content courses in online learning at Universitas Riau, Indonesia. Therefore, it is worth investigating it as new literature resources related to self-efficacy and self-regulated learning for English content courses in online learning.

LITERATURE REVIEW

1. Self-efficacy

Regarding self-efficacy, Cassidy (2015) states that it is about students' point of view in seeing their abilities to do the tasks (Cassidy, 2015). It also refers to a belief that creates a tendency to finish tasks (Dunbar & Melton, 2018). Self-efficacy affects the human's ability to finish social and living tasks successfully (Bryce et al., 2018). Moreover, it might also affect students' performance, goals and persistence (Marshman et al., 2018). Similarly, the other studies reveal that self-efficacy is the most motivational factor and it affects students' outcomes (Jansen et al., 2015). It also has relation to stress in the form of a prominent psychological construction (Schönfeld et al., 2017). Therefore, self-efficacy might affect the students' performance since it is related to motivational tendency.

According to Bandura (1997), self-efficacy can occur from direct experiences, indirect (others) experiences, social and physiological influences and emotional states. When self-efficacy occurs, it can produce some benefits such as developing psychological adjustment and reducing brain symptoms, increasing motivation, enhancing achievement, affecting self-regulation and affecting learning performance (Schönfeld et al., 2017). Moreover, the characteristics of self-efficacy are divided into two categories; first, the characteristics of low self-efficacy such as fearing of risks, fearing of uncertainty, feeling of being a failure and managing or controlling activities and second, the characteristics of high self-efficacy such as the sense of confidence, sense of self-evaluation, sense of taking risks and sense in finishing the tasks (Frank, 2011). Then, there are five factors influencing the level of self-efficacy such as experience, knowledge, reward or feedback, interaction, social environment and self-motivation or manner (Peechapol et al., 2018).

2. Self-regulated Learning

Self-regulated learning refers to awareness, knowledge and control of human cognition (Mahadi & Subramaniam, 2013). In this sense, there will be structured processes in learning by determining the aims of learning and

regulating the motivations and behaviors (Gurcay & Ferah, 2018). There are several sources of self-regulated learning such as motivation, learning method, time regulation, environment and social. These resources might affect the level of self-regulated learning (Zimmerman & Kulikowich, 2016).

According to Gurcay and Ferah (2018), students' self-regulated learning might affect their learning performance and their critical thinking. Moreover, this sense can enhance students' performance in learning especially in applying learning strategies (Leopold & Leutner, 2015). The strong level of self-regulated learning can guide students to achieve their goals in learning (Zhang & Zhang, 2019). Therefore, this sense might affect the students' learning performance.

There are three domains that affect the level of self-regulated learning such as personal regulation, behavior and environment (Delen & Liew, 2016). According to Zimmerman and Matinex-pons (1988), the characteristics of self-regulated learning are related to motivation, controlling and engagement in completing the tasks or assignments. Not only that, the sense of optimism in creating a social and physical environment is also characteristic of self-regulated learning. Moreover, the goal-oriented, internal or external motivation and self-efficacy factors might also influence self-regulated learning (Kuo & Professor, 2010).

3. Online Learning

The concept of online learning refers to teaching and learning processes that use technology in communication and interaction, in order to conduct teaching and learning processes and to access many resources (Arkorful et al., 2015). According to Sherman (2016), there are several positive impacts of online learning such as creating awareness about the importance of online learning, innovating ways to socialize with others, creating self-productivity, building a better workforce and helping students in learning. Moreover, there are several negative impacts of online learning such as lacking interaction,

difficulty in giving an explanation, direction and clarification, unanticipated time and money, leading to bad behaviors, not always applicable and lacking motivation, interest, unable to concentrate and triggered anxiety (Arkorful et al., 2015).

According to Dubey and Pandey (2020), there are several common problems while conducting online learning such as the most of students are staying in the areas where internet access and technology are still limited, harder to change and adjust students' mindsets through online learning and the readiness or preparedness of schools in conducting online learning.

REASERCH METHOD

This research is used a descriptive quantitative research. The research was held in the English Department, Universitas Riau from May to October 2021 through a set of validated questionnaires, which is adopted from the studies of Pintrich, Smith, Garcia and McKeachie (1991) and Barnard, Lan, To, Paton and Lai (2009). Then, in order to recheck the validity and the reliability of the questionnaires, the researcher analyzes it again and it shows the high level of validity and reliability with the Cronbach's Alpha 0.84 and 0.85. Then, the questionnaires were distributed in the form of *Google Form* through a *Whatsapp* group of 114 second-year students who take Semantics classes in the English Department at Universitas Riau. The sample of this research is determined through saturated sampling technique and the sample is all second-year students who take Semantics classes. The data were analyzed based on descriptive statistics and they are organized and summarized by describing the relationship between variables (Holcomb, 2016).

In order to simplify the data collection, the researcher classified the item of the questionnaire into two categories. Then the researcher broke them down into several indicators, criteria and the number of items. The classification of this can be seen as the following table:

Table 1. The Categories, Indicators and Items of the Questionnaire

Categories	Indicators	Items
Self-efficacy	Judgments	Q6, Q8
	Confidence	Q1, Q2, Q3, Q4, Q5, Q7
	Goal setting	Q1, Q2, Q3, Q4
	Environment structuring	Q5, Q6, Q7, Q8
Self-regulated Learning	Task strategies	Q9, Q10, Q11, Q12
	Time management	Q13, Q14, Q15
	Help-seeking	Q16, Q17, Q18, Q19
	Self-evaluation	Q20, Q21, Q22, Q23
Total		31

Moreover, in order to interpret the findings of the level of self-efficacy and self-regulated learning, the researcher used 5-points of Likert Scales and each scale has their descriptive interpretation. According to Dunbar and Melton (2018), the scores of the students' efficacy can be from 1 to 9 for both judgments and confidence.

The high score might represent a high level of efficacy and vice versa. Similarly, in a study from Barnard *et al.* (2009), it is claimed that a higher score indicates better students' self-regulated learning in virtual learning and vice versa. Then, the descriptive interpreting can be seen below:

Table 2. The Descriptive Interpreting of Data

No.	Range Score	Description
1.	4.5 – 5	Very High
2.	3.5 – 4.49	High
3.	2.5 – 3.49	Moderate
4.	1.5 – 2.49	Low
5.	0.5 – 1.49	Very Low

(Santiago & Somera, 2010)

RESULTS AND DISCUSSION

The following sessions show the level of English Department students' self-efficacy and self-regulated learning for English content courses in learning virtually.

1. Self-efficacy

Self-efficacy is the tendency to participate in certain activities such as finishing or doing the tasks, projects and assignments. It might affect students' learning performance. This finding shows the level of the English Department students' self-efficacy for English content courses in online learning from 114 respondents.

Table 3. The Descriptive Statistics of English Department Students' Self-efficacy

Indicators	N	Minimum	Maximum	Average	Description
Self-efficacy-Q1	114	2	5	3.75	High
Self-efficacy-Q2	114	2	5	3.18	Moderate
Self-efficacy-Q3	114	2	5	3.82	High
Self-efficacy-Q4	114	2	5	3.37	Moderate
Self-efficacy-Q5	114	2	5	3.58	High
Self-efficacy-Q6	114	2	5	4.26	High
Self-efficacy-Q7	114	2	5	3.39	Moderate

Self-efficacy-Q8	114	2	5	3.68	High
Total Average				3.63	High

The table reveals that the English Department students have a high level of self-efficacy. It indicates that the implementation of online learning tends to make them have better confidence in learning English content courses which in this case is Semantics. The average of the responses is 3.63. According to the table of Likert Scale interpreting in the methodology section, it represents a high self-efficacy of the English Department students in learning English content courses.

2. Self-regulated Learning

Self-regulated learning is a sense of self-controlling and self-managing while doing certain activities. This makes the tendency to manage the

agenda well. Moreover, it is an important factor in influencing students' learning performance. The following data show the English Department students' self-regulated for English content courses in online learning from 114 respondents. The data are divided into six categories such as time management, goal setting, help-seeking, task strategies, environment structuring and students' self-evaluation.

a. Goal Setting

The following finding refers to goal setting which is the students' tendency in setting their clear goals by creating standards for tasks and short or long term goals while learning for English content courses in online learning.

Table 4. The Descriptive Statistics of English Department Students' Self-regulated Learning (Goal Setting)

Items	N	Minimum	Maximum	Average	Description
Goal Setting-Q1	114	2	5	3.89	High
Goal Setting-Q2	114	1	5	3.42	Moderate
Goal Setting-Q3	114	2	5	3.56	High
Goal Setting-Q4	114	2	5	3.80	High
Total Average				3.67	High

The table represents that the students of the English Department prefer to set their goals while learning English content courses in online learning. The students tend to set their short-long term goals while online learning. It shows the total average of the responses which are 3.67 and it indicates a high level of self-regulated learning in setting their goals.

b. Environment Structuring

The following data refer to the environment structuring which is the students' sense in choosing and understanding their comfort places for learning in avoiding distraction and developing their motivation.

Table 5. The Descriptive Statistics of English Department Students' Self-regulated Learning (Environment Structuring)

Indicators	N	Minimum	Maximum	Average	Description
Environment Structuring-Q5	114	2	5	4.41	High
Environment	114	1	5	4.18	High

Structuring-Q6 Environment	114	2	5	4.21	High
Structuring-Q7 Environment	114	1	5	3.72	High
Total Average				4.13	High

According to Table 4., we can infer that the English Department students prefer places that make them comfortable and avoid them from distraction while learning English content courses in online learning. It shows that the dominant respondents agree to the items which are choosing a place in learning affecting the learning performance with the total average of 4.13. According to the table of interpreting Likert Scale, it indicates a high level of self-regulated learning in structuring their environments.

c. Task Strategies

The following table reveals the students' self-regulated learning in setting their strategies to do the task while learning for English content courses in online learning from 114 respondents of English Department students at Universitas Riau. In setting their strategies, they tend to create certain strategies such as working on extra problems, taking notes, reading aloud and preparing questions.

Table 6. The Descriptive Statistics of English Department Students' Self-regulated Learning (Task Strategies)

Indicators	N	Minimum	Maximum	Average	Description
Task Strategies-Q9	114	2	5	3.63	High
Task Strategies-Q10	114	1	5	3.50	High
Task Strategies-Q11	114	1	5	2.87	Moderate
Task Strategies-Q12	114	2	5	3.26	Moderate
Total Average				3.32	Moderate

The table shows that the English Department students have a moderate self-regulated learning in setting their strategies to do the task while learning English content courses in online mode with a total average of 3.32. It can be inferred that the students have tendency to be neutral and have moderate sense of self-regulated learning in working on extra problems, taking notes, reading aloud and preparing questions while learning.

d. Time Management

The following data represent the responses of 114 students in managing their time while learning English content courses in online learning. In managing time students might allocate, schedule and distribute their time which refer to self-regulated learning.

Table 7. The Descriptive Statistics of English Department Students' Self-regulated Learning (Time Management)

Indicators	N	Minimum	Maximum	Average	Description
Time Management-Q13	114	2	5	3.41	Moderate
Time Management-Q14	114	2	5	3.34	Moderate

Time Management-Q15	114	2	5	3.27	Moderate
Total Average				3.34	Moderate

According to Table 6., it shows that the English Department students have a moderate self-regulated learning in managing their time with the total average is 3.34. The students tend to be neutral and have a moderate self-regulated learning in allocating, scheduling and distributing their time while learning English content courses in the setting of online learning.

e. Help-seeking

Table 8. The Descriptive Statistics of English Department Students' Self-regulated learning (Help-seeking)

Indicators	N	Minimum	Maximum	Average	Description
Help-seeking-Q16	114	2	5	4.06	High
Help-seeking-Q17	114	1	5	4.29	High
Help-seeking-Q18	114	1	5	3.12	Moderate
Help-seeking-Q19	114	1	5	2.61	Moderate
Total Average				3.52	High

The table shows that the English Department students have a high level of self-regulated learning in help-seeking dominantly with the total average of 3.52. It is because the students tend to find knowledgeable friends, share problems, meet classmates face-to-face and try to find help from the teachers.

The following table represents the descriptive statistics of the English Department students' responses in seeking a help while learning English content courses in the online learning setting. In help-seeking, the students might use various ways for seeking a help such as finding someone knowledgeable, sharing problems, meeting classmates face-to-face and getting help from the instructor.

f. Self-evaluation

The following table represents the descriptive statistics of the English Department students' responses towards their self-evaluation. There are many ways of self-evaluating such as summarizing, asking and communicating the performance.

Table 9. The Descriptive Statistic of English Department Students' Self-regulated learning (Self-evaluation)

Indicators	N	Minimum	Maximum	Average	Description
Self-evaluation- Q20	114	2	5	3.44	Moderate
Self-evaluation- Q21	114	1	5	3.50	High
Self-evaluation- Q22	114	2	5	3.56	High
Self-evaluation- Q23	114	1	5	3.82	High
Total Average				3.58	High

According to Table 8., it can be inferred that the English Department students tend to do self-evaluation while learning English content

courses in online learning. It shows that the students agree in summarizing, asking and communicating about their performance from

different perspectives. It can be indicated from the total average of 3.58 which represents a high level of self-regulated learning.

Then, the last following table shows the descriptive statistics of 114 English Department

students' self-regulated learning while learning English content courses in online learning for a general overview.

Table 10. The Descriptive Statistics of English Department Students' Self-regulated Learning in General

Indicators	N	Minimum	Maximum	Average	Description
Self-regulated Learning	114	1	5	3.57	High

The table represents that the self-regulated learning of the English Department students for English content courses in online learning is high with an average of 3.57. It reveals that the dominant students have good performance since there is in line relation between the level of self-regulated learning and students' learning performance.

DISCUSSIONS

According to the findings, the English Department students have a high level of self-efficacy especially item Q6 where they are expected to do well in the learning process. It is because they are goal-oriented (Kuo & Professor, 2010). Then, it also relates to the study that the level of self-efficacy depends on the tendency of themselves (Wong et al., 2018). In other words, motivation also plays a significant roles towards students' self-efficacy (Law et al., 2010; Wang et al., 2013; Hong et al., 2018). That is also why the students have a moderate level of self-efficacy in responding item Q2 where their beliefs are moderate in understanding the difficult materials. Moreover, the other reason why the English Department students tend to have high self-efficacy is that they have proper proficiency in using technology and they live on it. Since they are Z generation and they are familiar with it. This finding is also supported by the study of Zimmerman and Kulikowich (2016), where students with virtual learning experience or technology experience are most likely to have a high level of self-efficacy. Furthermore, some studies also support this finding that there are in line relations between self-efficacy and online learning experience (Lee & Witta, 2003; Terry &

Dolittle, 2008; Watson, 2012; Peechapol et al., 2018) That is why the background knowledge about technology can affect the self-efficacy significantly.

Moreover, based on the findings of English Department students' self-regulated learning for English content courses in fully online learning, it reveals that the students have a high level of self-regulated learning. The reasons are that the students are goal-oriented and it happens because of their inner motivation to do it (Wong et al., 2018). Not only that, the attitude of students might affect their self-regulated learning (Law et al., 2010; Hong et al., 2018). The other reason for this is because the English Department students have proper proficiency in using technology. According to Wong et al. (2018), the human factor in using technology might affect the level of self-regulated learning in virtual learning. Moreover, some studies mention that there is a bigger relationship between self-regulated learning and students' learning performance (Lynch & Dembo, 2004; Adam et al., 2017; Wong et al., 2018; Carter et al., 2020). Therefore, they have high self-regulated learning for learning English content courses in online learning.

In fact, there are three items that indicate a moderate level of self-regulated learning for learning English content courses in online learning. The first one is item Q11 in the task strategies, the second one is item Q19 in help-seeking and the last one is item Q21 in self-evaluation. They reveal a moderate situation while learning English content courses in the aspect of task strategies, help-seeking and self-evaluation in fully online learning. The reason for these three items is the same because the environmental

background factor is an important aspect in cultivating and developing self-regulated learning (Zimmerman & Kulikowich, 2016). Not only that, those things indicate that the students' self-regulated learning rely on their act in facing virtual learning (Law et al., 2010; Hong et al., 2018). Therefore, the English Department students have a moderate level of self-regulated learning in learning English content courses in online learning in certain aspects.

Furthermore, according to those explanations, it can be concluded that most English Department students at Universitas Riau have a high self-efficacy and self-regulated learning for learning English content courses in online learning.

CONCLUSIONS AND RECOMMENDATION

According to the findings of this research, from 114 respondents' responses, it can be concluded that most English Department students have a high level of self-efficacy for learning English content courses in fully online learning with a total average of 3.63. The reason is that they are Z generation. Therefore, they are familiar with the technology since they live on it which is the media in the online learning process. Similarly, most English Department students have a high level of self-regulated learning for learning English content courses in online learning with the total average of 3.57. The reasons are the same because they have capabilities in using and operating the technology since they are Z generation and they live on it. Therefore, the English Department students have a high level of self-efficacy and self-regulated learning for English content courses in online learning.

According to the findings and conclusions of this research. There are some recommendations that can be taken for all stakeholders in the education field.

1. The teachers and students should be understanding and aware of self-efficacy and self-regulated learning in order to create a better environment in conducting online learning especially for English content courses.

2. The readers, this research might guide to have a proper understanding of self-efficacy and self-regulated learning and it can be a reference for extending research that is in line with it.

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