Self-regulated learning Indonesia and Malaysia

by Fauzi Muharom

Submission date: 06-Jun-2022 11:57PM (UTC+0700)
Submission ID: 1851678054
File name: IJSCL_Fauzi_Muharom_et_al.docx (78.41K)
Word count: 6701
Character count: 39927

Self-regulated learning in online classes: A study of Indonesian and Malaysian language learners

Fauzi Muharom[1a], Anas Tajudin[2b], Arif Nugroho[3a], Heldy Ramadhan Putra[4a]

Abstract

The sudden change from formal interaction to online classroom activities amidst COVID-19 pandemic is challenging for both teachers and students. In such situation, self-regulated learning (SRL) plays a crucial role in contributing to the success of language learning, particularly in digital learning environment. To date, research examining language students' SRL in the context of language learning in Southeast Asian countries (ASEAN) remains unexplored and needs more paucity of evidence. Drawing in this issue, the present study explores and compares Indonesian and Malaysian university students' SRL toward digital language learning activities. The participats are 107 English learners from Islamic education program of UIN Raden Mas Said Surakarta Indonesia and 121 students of arts program of Kuala Lumpur Metropolitan University College Malaysia. The data are collected using an online questionnaire on students' self-regulated learning adapted from Motivated Strategies for Learning Questionnaire (MSLQ). The findings reveal that the students from both universities perform high mean scores on the questionnaire. It means that they have a positive perception, high academic motivation, and good self-learning control toward digital learning activities. The results contribute to the enrichment of the current literature review about SRL in ASEAN contexts. Practically, the results further provide insights for language educators in fostering academic performances of university students related to strategies for self-directed language learning, particularly amidst digital learning in the global pandemic.

Keywords: autonomous learning; online learning; Self-regulated learning

[1]fauzi.muharom@iain-surakarta.ac.id
[2]dr.anas@kuim.edu.my
[3]arif.nugroho@iain-surakarta.ac.id
[4]heldyramadhan@iain-surakarta.ac.id
[a]UIN Raden Mas Said Surakarta, Indonesia
[b]Kuala Lumpur Metropolitan University College, Malaysia

1. Introduction

The change from face-to-face interaction to online learning activities amidst the COVID-19 pandemic has resulted in a new habit of education system. Teachers and students have to adapt to the current situation to ensure the continuity of teaching and learning process. In the context of Southesat Asian countries (ASEAN), universities in Indonesian and Malaysia, for instance, have to deal with a number of changes and adaptation such as administering online classes, having digital learning projects, and fostering digital learning environment (Lilian, 2021; Mahmud & German, 2021; Wijaya et al., 2020). Even in the era of post-pandemic recovery, some universities in Indonesia and Malaysia still implement blended learning system where a small number of students come to the formal classroom while the others participate in an online learning mode beyond the classroom (Kamal et al., 2020; Omar et al., 2021). More recently, many universities have begun to acknowledge blended learning where face-to-face learning is combined with online learning mode through the assistance of information communication and digital technology (Islam et al., 2022; Prifti, 2022).

Shifting from formal classroom to informal digital learning beyond classroom is challenging and becomes a new learning

experience for both teachers and students. As it begins in a shocking way due to the global pandemic, digital learning beyond a formal classroom may not be an easy task for them because they must be quickly adapt to digital learning environment that can affect their motivation, anxiety, readiness and performance toward teaching and learning activities (Amin & Sundari, 2020; Makki & Bali, 2021). Previous studies have shown that teachers and students encounter a number of challenges and difficulties when having online learning activities. In Indonesian university context, the issues of teachers' readiness, availability of digital learning facilities, and limited internet resources became the frequently occurred challenges of conducting online classes (Octaberlina & Muslimin, 2020; Putra et al., 2020; Setyaningsih, 2020; Triana & Nugroho, 2021). Likewise, universities in Malaysia are also dealing with the problems of online learning activities particularly during the COVID-19 pandemic (Chung et al., 2020; Kamil & Sani, 2021). Results of previous studies further depict that some Indonesian and Malaysian undergraduate students are not well-prepared for online classes and identify a number of problems such as lack of students' engagement and the difficulty to understand particular learning materials (Amin & Sundari, 2020; Chung et al., 2020). Moreover, it was also found that technical problems such as unfamiliarity with digital learning platforms, unstable internet connection, and availability of digital devices have contribution to the difficult situation of online learning activities in some regions of Indonesia and Malaysia (Munir et al., 2021; Setyaningsih, 2020). In such a learning environment, students' ability to manage their learning strategies (self-regulated learning) is crucial and has an important role to deal with the problems and challenges that potentially emerge in the process of digital learning activities.

Self-regulated learning (SRL) plays a significant role in determining the success of language learning. SRL is considered as students' ability to take control and be responsible toward their own learning (Rovers et al., 2019; Schunk & Zimmerman, 2012). In online class, the extent of students' SRL helps them to actively engage in the learning activities when no face-to-face interaction is administered (Wang et al., 2013). The empirical connection between students' level of SRL and learning engagement has been tested by previous studies. Azevedo and Gašević (2019) found that SRL performed by a group of college students has a positive influence on active engagement in a blended learning activities and subsequently improves their learning outcome. It was supported by the study of Carter Jr et al. (2020) which revealed that students with high-level of SRL were more motivated in joining learning activities and successfully met the learning objectives. SRL is closely related to the concept of autonomous learning where students are to take full control of their learning strategies and process (Lai & Zheng, 2018). Despite of some problems that may emerge in online learning, it provides an ample opportunity for students to develop their motivation and self-control toward learning styles and strategies to achieve an excellent academic performance.

Research on university students' SRL has demonstrated that it significantly influences learning motivation and achievement. Fernandez and Jamet (2017) examined the connection between SRL and students' learning outcomes. Drawing on an experimental study, the finding showed that students in experimental group were more successful in material recall and performed better on the post-test. Moreover, SRL has also found to be a positive predictor of students' independency in learning (Sukowati et al., 2020). In a similar direction, An et al. (2021) pointed out that SRL had a positive connection with students' self-efficacy and English learning enjoyment. Ergen and Kanadli (2017) and Jansen et al. (2019) further found that SRL played significant role in enhancing students' learning outcomes, and suggested that teachers should design SRL-integrated learning activities as an alternative to assist the practice of online classes. In a similar direction, Muharom et al. (2022) acknowledged that self-directed use of digital devices could successfully facilitate English students' out-of-class language learning beyond formal classroom. Furthermore, Cho et al. (2017) revealed that students' level of SRL was closely associated with sense of Community of Inquiry (CoI) that could enhance the students' cultural and sociolinguistics awareness.

The previous studies indicate that self-regulated learning becomes a crucial research issue in the

recent years and is acknowledged as having a crucial role in determining the success for students' language learning. Learning a foreign language such as English requires an extensive and regular practices (Makruf et al., 2021). There is a proverb saying that "the more we practice to use the language, the better our acquisition of the language" (Larsen-Freeman, 2015). Since English is acknowledged as a compulsory subject for students in the majority of Indonesian and Malaysian universities, examining potential and promising strategies to develop students' English competence becomes a worthy exploration (Maros & Halim, 2018; Mutiaraningrum & Nugroho, 2020). Hence, exploring students' SRL during digital learning activities is important to depict to what extent the students take control and develop self-efficacy toward their own learning. Muharo et al. (2022) studied university students' self-directed use of digital devices for language learning by involving 267 respondents. The result depicted that self-directed practices helped the students' in strengthening their understanding about the materials that had been learned and expanded their international experiences.

Malaysia and Indonesia are two populous countries in ASEAN having similar cultural characteristics, including in higher education system. Both countries encounter similar challenges of online learning activities due to the COVID-19 pandemic. They are struggling to ensure the continuity of teaching and learning process by implementing online and blended learning modes. Lim et al. (2020) reported that SRL strategies positively influenced Malaysian students' online learning motivation. While in Indonesian context, a study conducted by Haerazi and Kazemian (2021) showed that self-regulated learning was an effective model to enhance pre-service teachers' writing skills as seen from metacognitive awareness. From the previous studies, it is concluded that self-regulated learning is a promising strategy to assist students' digital learning activities where teachers have limited direct control over the students. Therefore, profiling university students' level of SRL is highly necessary to portray the students' ability to cope with the issues of digital learning.

However, studies exploring Indonesian and Malaysian university students' self-regulated learning performance during digital learning activities still remain unexplored and require more paucity of empirical evidence. A comparative study on students' levels of SRL from both countries seems to be an interesting and worthy inquiry. Thus, the present study sheeds some light on the profile of Indonesian and Malaysian college students' SRL during online classes amidst the COVID-19 pandemic. This study involves university students of Islamic education program of UIN Raden Mas Said Surakarta Indonesia and undergraduate students of Kuala Lumpur Metropolitan University College Malaysia. The data are collected using an online questionnaire adapted from Motivated Strategies for Learning Questionnaire (MSLQ) on students' self-regulated learning (Duncan et al., 2015). This study could provide literature enrichment on the issue of SRL in ASEAN, as well as contributes to providing understandings about students' SRL performance for teachers and university stakeholders to design the most appropriate srtaegy in fostering students' out-of-class language learning.

2. Theoretical Framework

Self-regulated learning (SRL) is defined as students' systematic effort to manage and regulate their own learning to reach particular learning outcomes comprising cognitive, metacognitive, behavioral, and self-motivational aspects (Roll & Winne, 2015; Williamson, 2015). Cognitive aspect refers to students' knowledge and ability to proceed with particular information when answering questions or solving problems (Vágvölgyi et al., 2016). Metacognitive skill is students' ability to take control over the cognitive aspect, that enables them to determine goal setting, planning, monitoring, and evaluating the learning process (Avargil et al., 2018). Moreover, behavioral aspect is the ability of students to manage their learning behaviors which plays a key role in self-regulated learning process (Lai et al., 2016). Furthermore, motivational aspect is students' thoughts and intention to maintain their interests to keep active enganement in the learning activities (Chen et al., 2018).

SRL is one of the self-regulation domains, and is aligned mostly with educational purposes. Nowadays, language learning researchers have begun to acknowledge the role of SRL in fostering students' language outcomes. SRL is an active process performed by students to achieve learning goals and objectives (Wong et al., 2019). In SRL concept, students are actively doing planning, actualization, monitoring, and evaluation toward every sigle detail of their learning process (Panadero et al., 2017). SRL plays a crucial role because it assists students to develop autonomous learning habit including determining learning schedule, setting targets, and searching for approriate learning materials (Wang et al., 2013). The present-day students are familiar with the use of technology to facilitate self-learning outside classroom. In the concept of technology-based SRL (An et al., 2021), students are to fulfill their learning needs using available digital resource, but when they encounter difficulties , consulting to teachers or learning facilitators is the best choice (Zainuddin & Perera, 2019).

In short, self-regulated learning (SRL) is a process when students actively activate cognitive, metacognitive, behavioral, and motivational aspects to achive the success of their learning activities. SRL is further closely associated with independency and autonomous learning in which students take a full control of their learning style, process, goal, and outcome. Self-efficacy and motivation to engage in learning activities become the key success of their learning since SRL requires outstanding ability and personal awareness to achive the outcomes. An et al. (2021) have shown the empirical connection among students' learning enjoyment, self-efficacy, SRL strategies and learning outcomes. This finding should be followed by the exploration of students' levels of SRL performances in the digital learning environments. Hence, the present study is at the cutting edge of addressing the research gap by profiling Indonesian and Malaysian undergraduate students' SRL when dealing with the digital learning activities amidst the COVID-19 pandemic.

3. Methodology

A survey research is adopted in this study since it aims to portray generalization about the levels of SRL performed by Indonesian and Malaysian undergraduate students. This study was conducted in university context at Indonesia and Malaysia. A total of 228 participants consisting of 107 Islamic education program students of UIN Raden Mas Said Surakarta Indonesia and 121 arts students of Kuala Lumpur Metropolitan University Malaysia. The participants from both universities were taking English course as a compulsory subject in their study program. All participants were experiencing online learning activities in the English classes due to COVID-19 pandemic. They were purposively selected based on two main criteria, (1) joining English class as a compulsory subject in their study program and (2) experiencing digital learning activities. In terms of age, the participants were between 17 and 20 years old. Initially, 238 responses were recorded, but only 228 responses were valid, while the others were invalid because of incomplete responses. This study was conducted around September-December 2021 where online class policy still became the best option of teaching and learning process in the universities. As neghboring countries, Indonesia and Malaysia share a number of similarities including in administering higher education system.

An online questionnaire was employed to gather the data. It was the most practical method of data collection at the time due to the COVID-19 pandemic. It was adopted from Motivated Strategies for Learning Questionnaire (MSLQ) (Duncan et al., 2015) on self-regulated language learning. The questionnaire consists of two part. The first part was to seek the participants' demographic information such as education background, age, gender, field of study, and length of study. The second part is the main content examining the participants' responses on SRL in online classes. It consists of 9 items that are measured using 7-point likert scale ranging from 1 (not at all true of me) to 7 (very true of me). Before the participants filled out the questionnaire, they were informed about the purpose of the study and assured that their data would only be used for the sake of research. Thus, ethical consent was obtained from the participants before they

proceeded to provide responses for the questionnaire.

As for the data analysis, descriptive statistics was administered using the Statistical Package for Social Science (SPSS) software 24 version. After the data were tabulated, the normality test was conducted. The skewness and kurtois z-values were analyzed by dividing the skeweness measure with its standard error. To be considered as normal, the z-values should be between -1.96 and 1.96 (Doane & Seward, 2011). The skewness and kurtois z-values for students' SRL of UIN Raden Mas Said Surakarta were 0.91 and -1.09 and Kuala Lumpur Metropolitan College University Malaysia were 1.02 and 0.83 respectively. It indicates that the data were normal. It was also confirmed by the result of Kolmogorov-Smirnov that all significant values were at above 0.05, meaning that all data were normally distributed (N. M. Razali & Wah, 2011). For the questionnaire items, the reliability test was also conducted. The result showed that the Cronbach alpha value of all items resulting 0.78 for the SRL scale, meaning that the questionnaire items were reliable. Table 1 presents the interpretation of mean analysis for each questionnaire item, which would be the basis of analyzing the participants' responses on each item. Meanwhile Table 2 depicts the interpretation of ovearall mean socre to generalize the participants' SRL levels.

Table 1. Mean Range Interpretation for Each Item of SRL

Mean Range	Interpretation
1.00 – 2.99	Low
3.00 – 4.99	Moderate
5.00 – 7.00	High

Table 2. Mean Range Interpretation for Overall SRL Level

Mean Range	Interpretation
9.00 – 26.99	Low
27.00 – 44.99	Moderate
45.00 – 63.00	High

4. Results

This section presents the results of data analysis as well as the answers of the research questions. Table 3 demonstrates the mean score (M) and standard deviation (SD) of each item in the online questionnaire according to the participants' responses. Table 3 describes a total of 6 items in SRL questionnaire that reached high scores for students of UIN Raden Mas Said Surakarta Indonesia, i.e. item 1, item 3, item 4, item 5, item 8, and item 9. Among the 6 mean values, item 9 (*I work on practice exercises and answer questions even when I don't have to*) achieved the highest scores (M=5.95; SD=1.39), followed by item 1 (M=5.76; SD=1.02), item 3 (M=5.67; SD: 0.84), item 5 (M=5.65; SD=0.95), item 8 (M=5.51; SD=1.27), and item 4 (M=5.47; SD=1.43). Moreover, the other 3 items reached moderate mean scores, i.e. item 2 (M=4.31; SD=0.98), item 6 (M=4.11; SD=1.82), and item 7 (M=4.96; SD=0.95). Item 6 (*When work is hard, I never give up or study only the easy parts*) achieved the lowest mean score for students' SRL of UIN Raden Mas Said Surakarta Indonesia.

Table 3 further depicts the mean scores of students' SRL of Kuala Lumpur Metropolitan College University Malaysia. A total of 7 items reached high mean scores, i.e. item 1, item 2, item 4, item 5, item 6, item 8, and item 9. Item 1 (*I often have been reading for class materials*

for long until I know what it is all about) achieved the highest score (M=5.91; SD=1.14), followed by item 5 (M=5.61; SD=1.19), item 9 (M=5.52; SD=1.41), item 4 (M=5.46; SD=0.95), item 8 (M=5.45; SD=1.12), item 6 (M=5.42; SD=1.32), and item 2 (M=5.23; SD=0.98). The other 2 item reached moderate scores, i.e. item 3 (M=4.38; SD=1.15) and item 7 (M=4.67; SD=0.24). Item 3 (*Even when study materials are dull and uninteresting, I keep working until I finish*) is the lowest score of SRL questionnaire performed by students of Kuala Lumpur Metropolitan College University Malaysia.

When we look into the detailed data presentation in Table 3, an interesting finding is observable. The university students from both countries achieved similar high score on 5 items, i.e. item 1, item 4, item 5, item 8, and item 9. As for the moderate mean scores, students of UIN Raden Mas Said Surakarta Indonesia reached in 3 items while the students of Kuala Lumpur Metropolitan University College Malaysia only reached in 2 items. Moreover, students of both universities scored differently in 3 items (item 2, item 3, and item 6). In item 2, Malaysian students performed better (high) than Indonesian students (moderate). In the contrary, Indonesian students performed better in item 3 (high score) compared to Malaysian students who achieved moderate score. The only similar score achieved by students from both universities was in item 7 (moderate mean score).

Table 3. Mean Score and Standar Deviation of Each Questionnaire Item

No	Items	UIN Raden Mas Said Surakarta Indonesia			Kuala Lumpur Metropolitan College University Malaysia		
		M	SD	Interpret	M	SD	Interpret
1	I often have been reading for class materials for long until I know what is all about	5.76	1.02	High	5.91	1.14	High
2	When I am reading, I stop once in a while and go over what I have read	4.31	0.98	Moderate	5.23	0.98	High
3	Even when study materials are dull and uninteresting, I keep working until I finish	5.67	0.84	High	4.38	1.15	Moderate
4	I ask myself questions to make sure I know the material I have been studying	5.47	1.43	High	5.46	0.95	High
5	I work hard to get a good score even when I don't like a course	5.65	0.95	High	5.61	1.19	High
6	When work is hard, I never give up or study only the easy parts	4.11	1.12	Moderate	5.42	1.32	High
7	I find that when my teacher is explaining, I listen carefully and try to understand what it is conveyed	4.96	0.95	Moderate	4.67	0.24	Moderate
8	Before I begin studying, I think about the things I will need to do to learn	5.51	1.27	High	5.45	1.12	High
9	I work on practice exercises and answer questions even when I don't have to	5.95	1.39	High	5.52	1.41	High

To generalize the finding about students' SRL, we summarize the mean scores analysis. Table 4 presents the summary of mean scores and standard deviation of SRL questionnaire performed by students from both universities.

The overall SRL mean score for students of UIN Raden Mas Said Surakarta Indonesia is 47.39. It indicates that the students are having high level of SRL performance during online classes. Similarly, the overall mean scores of

students from Kuala Lumpur Metropolitan University College Malaysia is 47.65, meaning that they are also having high levels of SRL performance during the digital learninga activities. The difference made by the students from both universities is that only on the distribution of the mean score, in which in general Indonesian students achieved higher mean score than Malaysian students, but both mean scores are in the level of high SRL performance.

Table 4. Summary of Mean Analysis of Overall SRL

SRL	Mean	SD	Interpretation	n
UIN Raden Mas Said Surakarta Indonesia	47.39	6.52	High	107
Kuala Lumpur Metropolitan University College Malaysia	47.65	5.81	High	121

5. Discussion

The result of data analysis show that Indonesian and Malaysian students achieve high score of self-regulated learning (SRL) performance during the online classes amidst COVID-19 pandemic. Thus, what does the finding imply? It provides an alluded picture that undergraduate students from UIN Raden Mas Said Surakarta Indonesia and Kuala Lumpur Metropolitan University College Malaysia possess positive attitude toward the implementation of online learninga activities. This finding further implies that the students are able to cope with challenges and problems that might happen during the process of online learning. By achieving the high scores of SRL questionnaire, the students are considered as having a good self-control when joining the learning activities in online mode. Moreover, they are having a good learning management on how to make planning, do the learning tasks, evaluate the learning performance, and monitor the learning objectives and outcomes.

The finding suggests that Indonesian and Malaysian students successfully keep their motivation to consistently engage in online learning activities, although there have been some technical problems accompanying their process of learning. They are able to take authority and responsibility of their own learning style, strategies, and time management. It is in line with what have pointed out by Lai and Zheng (2018) that language learners who have ability to manage their own learning would probably determine their own learning style and habit, although they have teachers or facilitators. Students with high levels of SRL performance are being mentally prepared to have learning activities in various models inclusing in an online mode (Lai et al., 2016). The potential reason for their readiness to join online learning activities is that they have already dealt with digital learning for more than a year since the university closure due to COVID-19 pandemic in March 2020.

From the results of data analysis, we identify that the participants from Indonesia and Malaysia achieve high mean scores of SRL performance on the items such as the willingness to read learning materials until they understand, the quality planning and learning management, the perseverance in completing tasks, and the resistance to keep motivated in learning. This result supports the finding of Littlejohn et al. (2016) saying that university students consider online learning activities as a formal learning just like the face-to-face classroom interaction that should be taken seriously and with full of responsibility. The finding is also in line with Pelikan et al. (2021) that students who possess high levels of SRL strategies are more intrinsically motivated to engage in learning activities. They have good ability to determine goal setting and planning, time management, and metacognitive strategies (Sert & Boynueğri, 2017). Moreover, students with good performance of SRL seem to cope better with online learning challenges, and have less need for support (Lilian, 2021).

Although this study involves students of non-English department (Islamic education and arts programs), the result show that the participants performed high mean scores in SRL

questionnaire. This finding is surprising considering this study is conducted in the context of teaching English as a compulsory subject in the universities. This finding is in contrast with the result of Subekti (2021) stating that non-English department students do not achieve good ability on SRL performance, which in turn does not affect their learning achievement. The different result might be caused by several factors. The main factor might be this study was limited in profiling the SRL performance of English learners during the online learning activities; while the study of Subekti (2021) was intended to measure the empirical relationship between SRL and target language achievement. Another factor is that the study of Subekti (2021) was conducted with the participants of Indonesian students who learn English as a foreign language; while this study involved participants from Malaysia who consider English as their second language. It might also explain that Malaysian students achieved more high mean scores in SRL (7 items) compared to Indonesian students (6 items). The finding of this study is also different with the result of Mahmoodi et al. (2014) in Iranian EFL context.

Despite the different findings with previous studies, this study is in line with the results of other precedent studies (Kim, 2013; Li & Park, 2019; Majedi & Pishkar, 2016). The study of Majedi and Pishkar (2016) revealed that self-directed learning could enhance English learners' language skills through an experimental study. This is in a similar mode with this study that students with high levels of self-regulated learning take responsibility for their own learning, fulfill their own learning needs, and set goals and outcomes. Moreover, the study of Li and Park (2019) showed that self-regulated students tended to perform better in English proficiency and motivation to join the class. This is also similar with the finding of this study that the participants are willing to understand learning materials even prior to the class which is indicated by the high mean scores on the statement (item 1). This finding is further agreed by the study of Kim (2013), particularly in terms of developing students' language skills by fostering the self-regulated learning activities.

Zainuddin and Perera (2019) emphasize that language skill could be developed better when the learners are doing regular practices in their spare time. This is in line with the concept of self-regulated learning in case the learners comprehensively analyze their ways of learning and strategies to achieve the learning goals. Self-regulated learning also becomes an alternative way to foster students' learning autonomy which plays a crucial role in developing language competence (Ghazali, 2020). While the formula of learning a foreign language is *"the more we practice a language, the faster we acquire the language"*, the concept of self-regulated learning is a promising strategy for language learners. In other words, learning a foreign language will be more effective when the learners are able to design planning, perform time management, execute the learning programs, and evaluating the learning outcomes.

Indonesian and Malaysian students in this study are aware and responsible for their learning. Such an attitude is crucial during the online learning activities since teachers could not directly monitor the process of learning like in a formal classroom. It actually provides ample opportunities for language students to have more practices on the target language skills using available digital and technological resources. Practicing language skills (particularly speaking) requires bravery and confidence; so online learning environment offers chances for students to engage in the learning practices without barriers and feeling ashamed of other students as if in the formal classroom (Lyddon, 2016). Hence, we would like to say that developing students' self-regulated learning is a promising way to enhance language students' skills and competences.

The results of this study have several implications for English language teaching in various contexts including in teaching English for non-English department students. First, students who have been learning English could use the results of this study as a reference of developing self-regulated learning to achieve the targeted learning outcomes. Second, teachers, language trainers, curriculum developer, and other related stakeholders may use the results of this study as 'a wake-up call' to design learning activities enhancing the students' self-regulated learning performance. With the increase popularity of digital learning

such as today, students are required to be more independent in terms of learning and studying; hence, self-regulated learning should be a new habit of a successful language learner.

6. Conclusion

In short, this study demonstrates that both Indonesian and Malaysian language learners possess high levels of self-regulated learning performance during online learning activities. It indicates that they could cope with the potential challenges that might occur during the process of online learning. The ability to set learning goals and objectives, create planning, do time management, control learning process, and evaluating learning outcomes are the main instrument of a successful self-regulated learner. The results of this study offer enrichment for self-regulated learning literature in ASEAN context. Practically, the results further provide valuable insights for teachers and language educators to enhance students' self-regulated learning performance, especially to develop foreign language skills.

This study has a few limitations. First, self-reported answer by filling out an online questionnaire might not adequately reflect the participants' actual learning behaviors and situations. Hence, future studies are suggested to conduct observation and interview to explore the participants' self-regulated learning (SRL) behaviors. Second, this study is only profiling the SRL performance of Indonesian and Malaysian university students. Further studies are encourage to examine the relationship between SRL and language development such as linguistics and cultural competences.

References

Amin, F. M., & Sundari, H. (2020). Efl students' preferences on digital platforms during emergency remote teaching: Video conference, lms, or messenger application? *Studies in English Language and Education*, *7*(2), 362–378. https://doi.org/10.24815/siele.v7i2.16929

An, Z., Wang, C., Li, S., Gan, Z., & Li, H. (2021). Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes. *Frontiers in Psychology*, 3763. https://doi.org/10.3389/fpsyg.2020.558466

Avargil, S., Lavi, R., & Dori, Y. J. (2018). Students' metacognition and metacognitive strategies in science education. *Cognition, metacognition, and culture in STEM Education*, *24*, 33–64. https://doi.org/10.1007/978-3-319-66659-4_3

Azevedo, R., & Gašević, D. (2019). Analyzing multimodal multichannel data about self-regulated learning with advanced learning technologies: Issues and challenges. *Computers in Human Behavior*, 96, 207–210). https://doi.org/10.1016/j.chb.2019.03.025

Carter Jr, R. A., Rice, M., Yang, S., & Jackson, H. A. (2020). Self-regulated learning in online learning environments: strategies for remote learning. *Information and Learning Sciences, 121*(5), 321-329. https://doi.org/10.1108/ILS-04-2020-0114

Chen, Q., Kong, Y., Gao, W., & Mo, L. (2018). Effects of socioeconomic status, parent–child relationship, and learning motivation on reading ability. *Frontiers in Psychology*, *9*, 1297. https://doi.org/10.3389/fpsyg.2018.01297

Cho, M.-H., Kim, Y., & Choi, D. (2017). The effect of self-regulated learning on college students' perceptions of community of inquiry and affective outcomes in online learning. *The Internet and Higher Education*, *34*, 10–17. https://doi.org/10.1016/j.iheduc.2017.04.001

Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online learning readiness among university students in Malaysia amidst COVID-19. *Asian Journal of University Education*, *16*(2), 46–58.

Doane, D. P., & Seward, L. E. (2011). Measuring skewness: a forgotten statistic? *Journal of Statistics Education*, *19*(2). https://doi.org/10.1080/10691898.2011.11889611

Duncan, T., Pintrich, P., Smith, D., & Mckeachie, W. (2015). Motivated strategies for learning questionnaire (MSLQ). *Mediterranean Journal of*

Social Sciences, *6*(1), 156–164.

Ergen, B., & Kanadli, S. (2017). The effect of self-regulated learning strategies on academic achievement: A meta-analysis study. *Eurasian Journal of Educational Research*, *17*(69), 55–74.

Fernandez, J., & Jamet, E. (2017). Extending the testing effect to self-regulated learning. *Metacognition and Learning*, *12*(2), 131–156. https://doi.org/10.1007/s11409-016-9163-9

Ghazali, F. Al. (2020). Challenges and Opportunities of Fostering Learner Autonomy and Self-Access Learning During the COVID-19 Pandemic. *Studies in Self-Access Learning Journal*, *11*(3), 114-127. https://doi.org/10.37237/110302

Haerazi, H., & Kazemian, M. (2021). Self-Regulated Writing Strategy as a Moderator of Metacognitive Control in Improving Prospective Teachers' Writing Skills. *Journal of Language and Literature Studies*, *1*(1), 1–14. https://doi.org/10.36312/jolls.v1i1.498

Islam, M. K., Sarker, M. F. H., & Islam, M. S. (2022). Promoting student-centred blended learning in higher education: A model. *E-Learning and Digital Media*, *19*(1), 36–54. https://doi.org/10.1177/20427530211027721

Jansen, R. S., Van Leeuwen, A., Janssen, J., Jak, S., & Kester, L. (2019). Self-regulated learning partially mediates the effect of self-regulated learning interventions on achievement in higher education: A meta-analysis. *Educational Research Review*, *28*, 100292. https://doi.org/10.1016/j.edurev.2019.100292

Kamal, A. A., Shaipullah, N. M., Truna, L., Sabri, M., & Junaini, S. N. (2020). Transitioning to online learning during COVID-19 Pandemic: Case study of a Pre-University Centre in Malaysia. *International Journal of Advanced Computer Science and Applications*, *11*(6). http://dx.doi.org/10.14569/IJACSA.2020.0110628

Kamil, M. J. M., & Sani, M. N. A. (2021). The challenges and initiatives of teaching product design's course online during the covid-19 pandemic in malaysia. *Asia Pacific Journal of Educators and Education*, 36(1), 113–133.

Kim, Y. S. (2013). The relationships between self-directed learning readiness, learning strategies, and achievement: A case of Korean high school English learners. *Seoul: Konkuk University*.

Lai, C., Wang, Q., Li, X., & Hu, X. (2016). The influence of individual espoused cultural values on self-directed use of technology for language learning beyond the classroom. *Computers in Human Behavior*, *62*, 676–688. https://doi.org/10.1016/j.chb.2016.04.039

Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, *30*(3), 299–318. https://doi.org/10.1017/S0958344017000258

Larsen-Freeman, D. (2015). Saying what we mean: Making a case for 'language acquisition'to become 'language development.' *Language Teaching*, *48*(4), 491–505.

Li, N., & Park, H. (2019). The relationships of Self-directed Learning Readiness and motivation with the English proficiency of Korean EFL learners. *Studies in English Language & Literature*, *45*(4), 153–181.

Lilian, A. (2021). Self-regulated learning strategies for smart learning: A case of a Malaysian University. *Asian Journal of Research in Education and Social Sciences*, *3*(1), 72–83.

Lim, C. L., Ab Jalil, H., Ma'rof, A. M., & Saad, W. Z. (2020). Self-Regulated Learning as a Mediator in the Relationship between Peer Learning and Online Learning Satisfaction: A Study of a Private University in Malaysia. *Malaysian Journal of Learning and Instruction*, *17*(1), 51–75.

Littlejohn, A., Hood, N., Milligan, C., & Mustain, P. (2016). Learning in MOOCs: Motivations and self-regulated learning in MOOCs. *The Internet and Higher Education*, *29*, 40–48. https://doi.org/10.1016/j.iheduc.2015.12.003

Lyddon, P. A. (2016). Mobile-assisted language learning and language learner autonomy. *CALL Communities and*

Culture–Short Papers from EUROCALL, 302–306. https://doi.org/10.14705/rpnet.2016.eurocall2016.579

Mahmoodi, M. H., Kalantari, B., & Ghaslani, R. (2014). Self-regulated learning (SRL), motivation and language achievement of Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, *98*, 1062–1068. https://doi.org/10.1016/j.sbspro.2014.03.517

Mahmud, Y. S., & German, E. (2021). Online self-regulated learning strategies amid a global pandemic: Insights from Indonesian university students. *Malaysian Journal of Learning and Instruction*, *18*(2), 45–68. https://doi.org/10.32890/mjli2021.18.2.2

Majedi, N., & Pishkar, K. (2016). The effect of self-directed learning on Iranian intermediate EFL learners' speaking accuracy. *Journal of Applied Linguistics and Language Research*, *3*(2), 86–95.

Makki, A., & Bali, A. O. (2021). The use of social media as a platform in education: Ramifications of COVID-19 in Iraq. *Academic Journal of Interdisciplinary Studies*, *10*(3), 394–408. https://doi.org/10.36941/AJIS-2021-0093

Makruf, I., Choiriyah, S., & Nugroho, A. (2021). Flipped Learning and Communicative Competence: An Experimental Study of English Learners. *International Journal of Education in Mathematics, Science and Technology*, *9*(4), 571–584.

Maros, M., & Halim, N. S. (2018). Alerters in Malay and english speech act of request: A contrastive pragmatics analysis. *3L: Language, Linguistics, Literature*, *24*(1), 69–83. https://doi.org/10.17576/3L-2018-2401-06

Muharom, F., Nugroho, A., & Putra, P. (2022). Self-directed Use of Digital Devices for Out-of-class English Learning. *International Journal of Education in Mathematics, Science, and Technology*, *10*(1), 257-271. https://doi.org/10.46328/ijemst.2245

Munir, F., Anwar, A., & Kee, D. M. H. (2021). Online Learning and Students' Fear of COVID-19: Study in Malaysia and Pakistan. *International Review of Research in Open and Distributed Learning*, *22*(4), 1–21. https://doi.org/10.19173/irrodl.v22i4.5637

Mutiaraningrum, I., & Nugroho, A. (2020). Social construction of knowledge in synchronous text-based discussion during English language learning. *Journal on English as a Foreign Language*, *10*(2), 315–336. https://doi.org/10.23971/jefl.v10i2.1934

Octaberlina, L. R., & Muslimin, A. I. (2020). EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic. *International Journal of Higher Education*, *9*(6), 1–9. https://doi.org/10.5430/ijhe.v9n6p1

Omar, S., Shaharuddin, W. Y. W., Azim, N. A. F., Azim, N., Nawi, N. S. M., Zaini, N., & Syahfutra, W. (2021). Academic Motivation in English Online Classes: A Comparative Study of Universities in Malaysia and Indonesia. *Indonesian Journal of Applied Linguistics*, *11*(2), 477–487. https://doi.org/10.17509/ijal.v11i2.34538

Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, *22*, 74–98. https://doi.org/10.1016/j.edurev.2017.08.004

Pelikan, E. R., Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. *Zeitschrift Für Erziehungswissenschaft*, *24*(2), 393–418.

Prifti, R. (2022). Self–efficacy and student satisfaction in the context of blended learning courses. *Open Learning: The Journal of Open, Distance and e-Learning*, *37*(2), 111–125. https://doi.org/10.1080/02680513.2020.1755642

Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The students learning from home experience during covid-19 school closures policy in indonesia. *Jurnal Iqra: Kajian Ilmu Pendidikan*, *5*(2), 30-42.

Razali, A. B., Xuan, L. Y., & Samad, A. A. (2018). Self-directed learning readiness (SDLR) among foundation students from

high and low proficiency levels to learn English language. *Malaysian Journal of Learning and Instruction*, *15*(2), 55–81.

Razali, N. M., & Wah, Y. B. (2011). Power comparisons of shapiro-wilk, kolmogorov-smirnov, lilliefors and anderson-darling tests. *Journal of Statistical Modeling and Analytics*, *2*(1), 21–33.

Roll, I., & Winne, P. H. (2015). Understanding, evaluating, and supporting self-regulated learning using learning analytics. *Journal of Learning Analytics*, *2*(1), 7–12.

Rovers, S. F. E., Clarebout, G., Savelberg, H. H. C. M., de Bruin, A. B. H., & van Merriënboer, J. J. G. (2019). Granularity matters: comparing different ways of measuring self-regulated learning. *Metacognition and Learning*, *14*(1), 1–19. https://doi.org/10.1007/s11409-019-09188-6

Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

Sert, N., & Boynueğri, E. (2017). Digital technology use by the students and english teachers and self-directed language learning. *World Journal on Educational Technology*, *9*(1), 24-34. https://doi.org/10.18844/wjet.v9i1.993

Setyaningsih, E. (2020). Face to Face or Online Learning: Students' Perspectives on Blended Learning in Indonesia. *Journal of English Language Studies*, *5*(1), 1–14. http://dx.doi.org/10.30870/jels.v5i1.6256

Subekti, A. S. (2021). Indonesian learners' Self-directed Learning and Resilience in online English classes: Assessing interaction with L2 achievement. *IJEE (Indonesian Journal of English Education)*, *1*(1), 1–16. https://dx.doi.org/10.15408/ijee.v1i1.20681

Sukowati, S., Sartono, E. K. E., & Pradewi, G. I. (2020). The effect of self-regulated learning strategies on the primary school students' independent learning skill. *Psychology, Evaluation, and Technology in Educational Research*, *2*(2), 81–89.

Triana, Y., & Nugroho, A. (2021). Brief ELT in Digital Classroom for Lazy Creative Lecturers (Option After Post Pandemic Recovery): Lecturers' Perspectives. *Indonesian Journal of EFL and Linguistics*, *6*(1), 79–99. http://dx.doi.org/10.21462/ijefl.v6i1.343

Vágvölgyi, R., Coldea, A., Dresler, T., Schrader, J., & Nuerk, H.-C. (2016). A review about functional illiteracy: Definition, cognitive, linguistic, and numerical aspects. *Frontiers in Psychology*, 1617. https://doi.org/10.3389/fpsyg.2016.01617

Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). Self-efficacy and self-regulated learning strategies for English language learners: Comparison between Chinese and German college students. *Journal of Educational and Developmental Psychology*, *3*(1), 173. https://doi.org/10.5539/jedp.v3n1p173

Wijaya, T. T., Ying, Z., & Suan, L. (2020). Gender and self regulated learning during COVID-19 Pandemic in Indonesia. *Jurnal Basicedu*, *4*(3), 725–732.

Williamson, G. (2015). Self-regulated learning: an overview of metacognition, motivation and behaviour. *Journal of Initial Teacher Inquiry: Journal Articles*, *71*. http://dx.doi.org/10.26021/851

Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G.-J., & Paas, F. (2019). Supporting self-regulated learning in online learning environments and MOOCs: A systematic review. *International Journal of Human–Computer Interaction*, *35*(4–5), 356–373.

Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. *Journal of Further and Higher Education*, *43*(1), 115–126. https://doi.org/10.1080/0309877X.2017.1356916

Self-regulated learning Indonesia and Malaysia

ORIGINALITY REPORT

16%	16%	8%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ejournal.upi.edu Internet Source	5%
2	journal.uinjkt.ac.id Internet Source	1%
3	Qiuju Zhong, Ying Wang, Wu Lv, Jie Xu, Yichun Zhang. "Self-Regulation, Teaching Presence, and Social Presence: Predictors of Students' Learning Engagement and Persistence in Blended Synchronous Learning", Sustainability, 2022 Publication	1%
4	mjli.uum.edu.my Internet Source	1%
5	docplayer.net Internet Source	1%
6	pure.eur.nl Internet Source	<1%
7	ejournal.iainsurakarta.ac.id Internet Source	<1%

8	Jian Xu. "Incremental Intelligence Matters: How L2 Writing Mindsets Impact Feedback Orientation and Self-Regulated Learning Writing Strategies", Assessing Writing, 2022 Publication	<1 %
9	files.eric.ed.gov Internet Source	<1 %
10	llufb.llu.lv Internet Source	<1 %
11	pt.scribd.com Internet Source	<1 %
12	ijemst.net Internet Source	<1 %
13	www.pertanika.upm.edu.my Internet Source	<1 %
14	e-journal.hamzanwadi.ac.id Internet Source	<1 %
15	eprints.um.edu.my Internet Source	<1 %
16	telrp.springeropen.com Internet Source	<1 %
17	www.repository.cam.ac.uk Internet Source	<1 %
18	Submitted to Roehampton University Student Paper	<1 %

19	id.123dok.com Internet Source	<1 %
20	summit.sfu.ca Internet Source	<1 %
21	www.strivetogether.org Internet Source	<1 %
22	Submitted to University of Huddersfield Student Paper	<1 %
23	hdl.handle.net Internet Source	<1 %
24	www.ncbi.nlm.nih.gov Internet Source	<1 %
25	Timothy Teo, Fang Huang. "Investigating the influence of individually espoused cultural values on teachers' intentions to use educational technologies in Chinese universities", Interactive Learning Environments, 2018 Publication	<1 %
26	acis2015.unisa.edu.au Internet Source	<1 %
27	ejournal.umm.ac.id Internet Source	<1 %
28	"Radical Solutions for Education in a Crisis Context", Springer Science and Business	<1 %

Media LLC, 2021
Publication

29	Novrika Nartiningrum, Arif Nugroho. "Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials", ENGLISH FRANCA : Academic Journal of English Language and Education, 2020 Publication	<1 %
30	commons.wmu.se Internet Source	<1 %
31	dokumen.pub Internet Source	<1 %
32	gbmrjournal.com Internet Source	<1 %
33	ijtihad.iainsalatiga.ac.id Internet Source	<1 %
34	psasir.upm.edu.my Internet Source	<1 %

Exclude quotes	On	Exclude matches	< 10 words
Exclude bibliography	On		