

Implementation of Self-Regulated Learning and Student Character Education during the Covid-19 Pandemic

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Abstract

This study aims to describe the implementation of Self-Regulated Learning and the character education of students during the Covid-19 pandemic. This research method uses literature study. The object of this research is students in Indonesia. The data collection tool in this study was to search for journals contained in several electronic media such as digital libraries and Google Scholar. The data analysis technique used in this research is annotated bibliography analysis. The results showed that the implementation of Self-Regulated Learning during online learning tended to be low and the implementation of character education experienced various challenges. Meanwhile, the learning provided by teachers during the pandemic in character education is making learning modules containing character, teachers can be able to create interesting online learning content for students, giving independent assignments containing character, implementing character education in online learning, good communication between teachers with parents, and provide rewards for positive activities carried out by students to motivate.

Keywords

self-regulated learning;
character education;
students' character
covid-19 learning



I. Introduction

The determination of the status of a pandemic by the World Health Organization (WHO) in mid-March 2020 brought changes in the life of the Indonesian people, not least in the aspect of education. The Indonesian government urges all educational institutions to implement online learning or through online (Makdori, 2020). Learning through online is considered the most appropriate solution for the world of education at this time. In fact, this online learning system is recommended to continue in the new academic year 2020/2021 if the spread of Coronavirus Diseases 2019 (COVID 19) is still high (Santoso, 2020).

Basically, online learning has positive sides, such as flexibility in learning and opportunities to use diverse technological resources in the learning process (Sun & Rueda, 2012). However, the application of online learning which is still relatively new in Indonesia makes students experience difficulties, such as not getting used to them to be independent in learning, unfavorable home conditions, and motivation from within to be involved in learning. In fact, students need stronger concentration, time, and commitment (Yang et al., 2019).

Based on the initial survey of this study to 215 students in Indonesia, it was found that more than 50% of students experienced obstacles on the internet network. This is because learning in Indonesia has so far been traditional or has relied on face-to-face in class, so any change to online learning requires effort so that learning can be optimal during this pandemic. Other obstacles that arise are lecture facilities and infrastructure such as problematic computers, learning methods that are considered boring, and conditions of the home environment that are not conducive.

Various obstacles experienced by students have an impact on their performance in learning. Students feel a lack of interaction with lecturers during learning, so the material cannot be understood properly. Students also feel bored and often do not focus during the learning process, especially when the learning method is less interactive. This makes them more interested in doing other activities such as playing gadgets or doing assignments for other courses. The emergence of the above situations indicates a problem with student involvement in online learning. The online learning situation does not allow lecturers and students to meet physically, and makes students less opportunity to interact, collaborate, give and receive feedback and social support. Added with inadequate facilities and infrastructure.

This limitation can lead to lower involvement in online learning (Tuckman in Sun & Rueda, 2012). The same thing was also stated by Bolliger and Haluppa (in Bagriacik Banyard & Yilmaz, 2020) who stated that getting students involved in online learning situations is more difficult, because students are physically separated from their educators and classmates. Thus, it can be concluded that the limited facilities and infrastructure, as well as the opportunity to interact physically make the learning process has its own challenges, especially in getting students involved in the learning process. In addition, this involvement can also have an impact on the achievement of learning goals and decreased learning achievement.

Therefore, it takes a strategy in learning and good self-control so that you continue to study at home with all the limitations that exist or even if you learn through online. This shows that the important role of self-regulated learning can affect student involvement in the online learning process during this pandemic. The higher the self-regulated learning of students, the higher the student engagement of students. On the other hand, the lower self-regulated learning of students, the lower student engagement in online learning during the Covid-19 pandemic.

Many obstacles that arise during online learning, one of which is the lack of supervision from the teacher, which makes students tend to be lazy and bored in learning. Students cannot concentrate properly while studying at home for reasons of uncomfortable home conditions, playing cellphones, slow internet networks, and so on. So that students are required to have the ability to regulate and direct themselves or commonly called self-regulated learning. To overcome this problem, of course, with parental support and self-efficacy for students is very necessary so that students are able to face and overcome difficult tasks.

Likewise with the character of students during the covid-19 pandemic. Character is the relationship between humans and nature which is driven by basic instincts or instincts and local culture influences the pattern of human character. The purpose of character education is the formation of future generations who have intellectual intelligence, and have life skills. Neglecting character education instills good habits so that students understand good and bad behavior, wrong and right behavior. Planting and character building cannot be separated from the guidance and direction of those around them through habituation, strengthening and example (Rachman & Budi, 2020; Saputri, T N & Muknim, 2021; Sopiah, 2021).

Based on the description above, the researcher aims to determine the implementation of self-regulated learning and student character education in Indonesia based on a literature study. This research is useful for increasing knowledge of psychology regarding the implementation of self-regulated learning in learning and the implementation of student character education during online learning. For practical benefits this research can be used as a reference for the Indonesian Ministry of Education to find solutions and improvements to various obstacles and contributions to the learning process while online in Indonesia, especially those related to self-regulated learning and student character education.

II. Research Methods

This writing was conducted by using literature study. Literature study is research conducted by examining the concepts and theories used based on the available literature, which

includes articles published in scientific journals containing theories relevant to research problems. The object of this research is students. The research subjects were teachers and students. The data collection tool in this study was to search for journals contained in several electronic media such as the Digital Library and Google Scholar. The keywords used in the search for relevant journals and books in this literature study were "self-regulated learning", "character education", and "students", and "Covid-19 learning". Therefore, the data collection tool in this article uses journals found on Google Scholar. The data analysis technique used in this research is annotated bibliography, which means a simple conclusion from an article, book, journal, or some other written source. A bibliography is defined as a list of sources for a topic.

III. Results and Discussion

3.1 The Implementation of Self-Regulated Learning during Online Learning

Based on the factors that occur, the visible behavior of the subjects in this study can be overcome by increasing self-regulated learning because with the existence of self-regulated learning in students, students show behavior by planning, monitoring and evaluating themselves in the learning process and students trying to show initiative in the learning process. This is supported by previous research conducted by Dewi, R. S., Lubis, M., & Wahidah, N. (2021) which states that the ability to self-regulated learning in the online learning process is very much needed by students so that students can be proactive in encouraging learning success in the middle obstacles or obstacles in the online learning process experienced. So that students can achieve maximum learning outcomes.

From several things that are able to describe self-regulated learning such as research conducted by Ruminta, Tiatri. S, and Mularsih (2017). The results of self-regulated learning in this study are based on the measurement of the dimensions of anxiety. Female students appear to be higher than boys in the dimension of anxiety with a mean of 85.58 females 99.73 males. Self-regulated learning of junior high school students between the control group and the experimental group (t-test score) is -6.512, (p) <0.05 with the mean score in the control group is 132.39 and in the experimental group is 157.17.

While the results of experimental research conducted by Ambarsari. J (2017) on students of SMP Muhammadiyah 7 Surakarta showed that research results from self-management training were able to improve learning abilities with self-regulated learning for junior high school students, where from the results of this study the comparison of the mean score at the pretest was 129.61 while the mean score at the time of the pretest was 129.61. posttest 157.17 where there are increasing results from the research provided of course this indicates the dynamics of the condition of self-regulated learning of junior high school students who incidentally are in their teens.

Adolescence is one of the stages of human development. In this period of transition from children to adults, various changes occur in adolescents, including changes in explosive and uncontrollable emotions, conditions that are starting to mature, cognitive abilities that are more effective in reasoning in solving a problem (Hurlock, 2003). With the academic conditions that demand the consistency of a student, of course, the teenage years are a difficult period for a student who is expected to make efforts to get grades according to applicable standards. Therefore, students are required to be active in learning which is considered as their duty and responsibility. This shows that it is not only knowledge that affects student learning achievement, but also skills in self-regulation or self-regulation can also affect student achievement wherever they are. . Students who have high self-regulation, especially high self-regulated learning (self-regulated learning) will be able to self-regulate their learning activities so that they can achieve high achievements.

Self-regulated learning is a process to activate a thought, behavior and emotion to achieve a goal (Zimmerman, 2002). This is supported by Pintrich & De Groot, (In Wills. 2007)

who explain that self-regulated learning is closely related to the use of strategies in improving academic performance. This indicates the influence of regulation on the learning situation. But not only that, according to Zimmerman (2002) the benchmark in self-regulation is naturally regulating social conditions and dedication to the goals they have. An individual will always try to manage whatever he has and is goal-oriented. When the goal is learning, then the self-regulation in question is self-regulated learning (Self-regulation in learning) (Woolfolk,).

3.2 The Implementation of Character Education in Online Learning

The COVID-19 pandemic has forced learning in Indonesia to adapt online. The Ministry of Education and Culture issued Circular Number 4 of 2020 regarding how to technically implement emergency education policies during the COVID-19 pandemic in Indonesia. Details of the main points of implementing the online learning process at home include:

1. First, the face-to-face teaching and learning process can be done online at home. Such learning also should not burden students in all curriculum achievements as a prerequisite for advancing to grades.
2. Second, the virtual learning process focuses more on efforts to carry out soft skills-based education or life competency skills. Activities that can be carried out are how to live life skills in the face of the COVID-19 pandemic.
3. Third, the variety of activities and assignments during online learning from home must match the varied talents and interests of students. This also includes differences in the availability of facilities that support online learning at home.
4. Fourth, the output of the online learning process from home needs to be given feedback that has qualitative value and can provide the principle of usefulness (appropriate) for teachers. In addition, it is hoped that the assessment of learning outcomes does not emphasize too much on the value aspect that is numerical (quantitative).

The ideal character of students expected in this study is contained in the person which is reflected in the grains of character values expected by Sukarno and Suharto's discourse (Ariyanto, 2018). These ideal characters include:

1. Productive Life
Productive life is a character in which there are aspects: simple lifestyle, self-control, dynamic, not dependent on other nations, love of domestic products, normative, innovative, self-sacrificing, and freedom-oriented.
2. Cooperation Behavior
Character in which there are aspects: a sense of camaraderie, conformity with guidelines, respect for national sovereignty
3. Appreciative Behavior
Character in which there are aspects: deliberation and consensus, wisdom, tolerance
4. Religious
Character in which there are aspects: belief, Pancasila as a guide, rational
5. Nationalist
Character in which there are aspects: humanism, unity, peace-loving

The Strategy for Implementing Character Education during the COVID-19 Pandemic needs to be formulated properly. Song, Singleton, Hill & Koh (2004) mention that the factors that influence the success of online learning include: Course Design (course design), Learner Motivation (Learner Motivation), Time Management (Time Management). In this article, the researcher tries to include character education in online learning.

1. Course Design

The design of online learning courses during a pandemic can be done by creating character-filled learning modules. The teacher can determine the introduction to the module, learning objectives, character indicators that must be achieved, measurement instruments for each

meeting, final assessment assessment of learning, reflection of learning activities. The courses carried out can be carried out using synchronous and asynchronous methods according to blended learning principles.

2. Learner Motivation

Motivation in online learning will be influenced by intrinsic and extrinsic motivation. In learning that contains character, it is necessary to instill the concept of lifelong learning. This means that students must be directed to be comfortable learning anywhere and anytime. During the COVID-19 Pandemic, students must accept the fact that the learning process is carried out at home (School From Home). Teachers can create interesting online learning content for students. The material is endeavored not to focus on monotonous online interactions. Learning activities can be varied with independent task activities that are able to hone the character of students.

3. Time Management

Learning time management during the COVID-19 pandemic can be carried out according to the learning schedule. Teachers must consider how to measure the character indicators to be achieved in online learning. Another factor that must be considered is what is the ideal duration for students to be interested in participating in online learning. This is done so that students do not experience boredom in the learning process. Another thing that must be considered is the activities that students do after participating in online learning activities. There is a tendency for students to spend their free time playing games and playing social media on smartphones. This phenomenon needs to be facilitated by giving independent assignments that are filled with character. So that free time can be used for activities that lead to character growth.

4. Convenience with online technologies (Comfortableness with online technologies)

Online technology will play an important position in the application of character education in online learning. Teachers and students are expected to be more adaptive with the availability of online applications that support learning. Research by Zaharah, Kirilova & Windarti (2020) states that the use of digital learning platforms and Android applications such as Smart Classes, Your School, Zenius, Quipper, Google Indonesia and Microsoft can be utilized by students to study during the pandemic.

IV. Conclusion

This article provides a systematic review of the implementation of self-regulating learning and student character education during covid-19 pandemic. It shows that the implementation of the SRL is still low and government also needs to regulate more about the practice of character education for students. The research design can provide useful information and insights which can pave the way for developing more sophisticated SRL management interventions in future research. The process of implementing character education can be carried out with a variety of activities that are adjusted to the health protocol from the ministry of health and the online learning policy of the ministry of education and culture. The success of the implementation of character education depends on the implementation according to the guidelines outlined by the government and an evaluation process of activities is carried out.

The government needs to prepare the composition of implementing personnel, implementation modules, the use of online learning technology that supports character education, and evaluation of character education activities. There needs to be a synergy of the roles of researchers & practitioners to conduct research on the effectiveness of various varied character education activities during the COVID-19 pandemic.

It is highly hoped that the information presented in this systematic review can assist learners to be more aware in developing the SRL during online learning. This review is believed to lighten the way for and inspire other scholars, educators, and instructors to develop

SRL management approaches that could create a more relaxed learning environment that suit their learners' individual needs. Finally, based on this study's results, it is recommended to investigate the challenges and obstacles of conducting the SRL and character education more deeply during online learning.

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