
**SELF-REGULATION and LEARNING MOTIVATION OF
GUIDANCE AND COUNSELING'S STUDENTS, FKIP, UNDANA,
TOWARD ONLINE-BASED LEARNING DURING COVID-19
PANDEMIC**

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Abstract

This study aims to measure self-regulation and learning motivation of university students of Guidance and Counselling (BK) Department, FKIP, Undana in third, fifth and seventh semester students participating in online-based learning during the Covid-19 pandemic. The method used was a mixed method, which combines quantitative and qualitative ways. The data was collected by distributing questionnaires through online way and by conducting FGD (Focused group Discussion) using the Zoom application. The results show that there is a positive correlation between self-regulation and learning motivation. It means that the higher the students' self-regulation, the higher the motivation to learn in attending lectures online, and vice versa. Furthermore, the students show high intrinsic learning motivation because they are supported by self-regulation and high self-efficacy and good adaptability. Therefore, it is suggested for students to maintain their self-regulating skill, increase self-efficacy and adaptability so that they can maintain learning motivation in online lectures, especially intrinsic learning motivation during Covid 19 pandemic situation.

Keywords: self-regulation; learning motivation; guidance; counseling's students

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Introduction

Self-regulation is seen as an individual's ability to regulate and control themselves to achieve their goals. Students who are able to self-regulate well, are predicted to be able to succeed in facing lectures, even in the order of life in society. Self-regulation is fundamental to the successful completion of adaptive developmental tasks at all stages of life (McClelland, et al., 2018). Therefore, in facing the COVID-19 pandemic, people are required to be able to adjust to changes that occur suddenly. Students are also expected to be

able to self-regulate in the face of changes following lectures.

Guidance and Counseling (BK)'s students, FKIP, Undana, are prepared to alleviate students' problems, thus, BK's students must have the ability to solve problems in their own selves, one of them is by having high self-regulation. Online (in a network) Learning changes the way of students learn. Students are expected to be able to attend and actively participate in online classes as if they were meeting directly in the classroom. However, online learning, which is carried out, suddenly causes many students to not have time to prepare

themselves. This has an impact on their self-regulation. Noviyanti's research (2011) shows that the application of e-learning in the form of online tutorials and discussions at the Open University (UT) in South Tangerang City had not been able to run well due to the lack of independence and participation of students (lack of motivation).

BK, FKIP, Undana students who were also "forced" to learn online, some of them also showed the same behavior, such as, not all students participated, they attended online classes but chose to be passive, and did not even respond when asked to provide answers. In addition, there were still students who were late in submitting assignments on online forums because they did not make schedule or forget to allocate time well. However, at meetings in the classroom, those situations rarely happened, conversely, they were collect assignments on time and fulfill obligations. Several other students revealed that online classes caused students to be lazy to think when expressing opinions or questions. Some of them did not read the material, but immediately read the questions / opinions of other students who had posted before, then they repeated the questions to appear active in the online classroom.

Online learning that suddenly done brings an effect on motivation and impact on students' self-regulation. Even so, some students remain motivated to take online lectures and complete the academic assignments given. In academic learning, both intrinsic and extrinsic motivation allows students to learn better, develop activities and initiatives, direct and maintain persistence in learning (Akhirni, & Mahmudi, 2015).

This research aims to explore the relationship between self-regulation and motivation in students of the Guidance and Counseling study program (Prodi BK) when taking online-based learning. This is deemed necessary to be explored considering these two things are very important for BK students to complete the even semester of the

2019/2020 academic year with satisfying results. In addition, it is important to develop self-regulation skills so that students are able to adjust to changes that occur quickly and are motivated to achieve success in life. This can be realized through high self-regulation abilities and high academic motivation, especially in dealing with online learning.

Self-regulation is defined as a process that occurs within individuals to develop themselves in a better direction and organize themselves to achieve a goal or target. Furthermore, when individual has reached the target, it is followed by a process of reflection or self-evaluation, if the goal or target is achieved maximally, a sense of satisfaction grows inside (Manab, A, 2016). The aspects of self-regulation are cognitive, motivational, metacognitive, and behavioral aspects.

Then, motivation to learn arises due to the presence of a need in individuals to develop themselves more optimally, and in the end the individual develops in a creative and achievable direction. This motivation gets a boost both from outside and inside, then the brain as the center of consciousness makes the individual aware of what they see, hear or feel. The development of this capacity will change for the better from time to time as a result of training. Aspects of learning motivation, namely persistence in completing assignments, persistence in facing difficulties, sharp attention and interest in learning, having achievements, and independent learning.

Method

This study used data collection techniques in the form of questionnaires (learning motivation questionnaire and self-regulation questionnaire) and FGD (Focused Group Discussion). The population in this study were students of the Guidance and Counseling (BK) study program, Faculty of Teacher Training and Education (FKIP), University of Nusa Cendana (Undana). The sample determination used Stratified Sampling Technique, they were BK students

in semesters III, V, VII who have taken data was collected in August 2020. online lectures from March 2020 until the

Table 1
Population and Sample of BK's students of FKIP Undana

No	Semester	Students	
		Population	Sample
1.	III	120	39
2.	V	90	29
3.	VII	80	26
Total		290	94

The population is known to be 290 and the sample was taken as much as 94 people or as much as 32%. The sample size balance uses the formula (Winarsunu, 2010):

$$JSB = \frac{JST}{JPT} \times JPB$$

Description:

JSB = Number of Sample Parts

JST = Total Number of Samples

JPB = Total Population Section

JPT = Total Population Amount

1. Validity Test

- Validity Test Self-regulation questionnaire consisting of 15 items, there is 1 item that failed with the validity coefficient (r_{bt}) of 0.150 below 0.202 for a significance level of 5% (p < 0.05). Then 14 items were declared valid with the validity coefficient (r_{bt}) which moved between 0.383 to 0.698 with p < 0.05.
- The validity test of the learning motivation questionnaire consisting of 20 items, no items were failed. The validity coefficient (r_{bt}) was moving between 0.346 to 0.609 with p < 0.05.

2. Reliability Test

The reliability of Self Regulation questionnaires and Learning Motivation questionnaires were tested using SPSS Version 24.0 for windows. The reliability test technique used was the Alpha Cronbach technique. The results of the calculation of the questionnaire for self-

regulation and learning motivation show that both questionnaires are reliable.

The results of the calculation of the self-regulation questionnaire showed that the questionnaire was reliable where the r_{tt} was 0.771. Meanwhile, the calculation results of the learning motivation questionnaire showed that the questionnaire was reliable with an r_{tt} of 0.800.

3. Data analysis

The data analysis process in this research is descriptive analysis to obtain an overview of learning motivation and self-regulation. Data obtained from distributed questionnaires were analyzed using descriptive analysis. Meanwhile, the results of the FGD are summarized and conclusions are drawn as additional data to support this research.

Results And Discussion

A. Results

The results of this study consisted of 4 aspects, namely:

1. Description of BK's Students Self-Regulations, FKIP UNDANA.

By the 15 items used as a measure of self-regulation, it is known that 14 items are valid with the lowest score is 14 (14 x 1) and the highest score is 56 (14 x 4) with 4 categories, namely: very low, low, high, and very high. Based on the class length, the self-regulation interval is 10.5.

Table 2
Self-Regulation

Score	Criteria	N	Percentage (%)
$14 \leq X \leq 24,5$	Very low	-	-
$25 \leq X \leq 35,5$	Low	10	10,64%
$36 \leq X \leq 46.5$	High	55	58,51%
$47 \leq X \leq 56$	Very High	29	30,85%
Total		94	100

Based on the table above, it can be seen that none of the FKIP Undana BK students have very low self-regulation, 10.64% are in the low category, 58.51% are in the high category, and 30.85% are in the very high category. The minimum value obtained is 14 and the maximum value is 56, so the BK students self-regulation variable is in the high category. Therefore, it can be seen that the self-regulation of BK FKIP Undana students

in semester III, V, and VII in implementing online learning is high

2. Description of BK's Student Learning Motivation, FKIP UNDANA.

By the 20 items used as measure of learning motivation, it is known that all valid items with the lowest score are 20 (20×1) and the highest score is 80 (20×4) with 4 categories, namely: very low, low high, and very high. Based on the class length, the learning motivation's interval is 15.

Table 3
Learning Motivation

Score	Criteria	N	Percentage (%)
$20 \leq X \leq 35$	Very low	-	-
$36 \leq X \leq 50$	Low	27	28,72%
$51 \leq X \leq 65$	High	53	56,38%
$66 \leq X \leq 80$	Very High	14	14,89 %
Total		94	100

Based on the table above, it can be seen that there are no BK's students of FKIP Undana at the very low level of motivation to learn, there are 28.72% in the low category, **56.38% are in the high category, and 14.89% are in the very high category.** The minimum value obtained is 20 and the maximum value is 80, so the learning motivation variable is in the high category. Therefore, it can be seen that the learning motivation of BK's students of FKIP Undana semesters III, V, VII in taking online learning is high.

Before testing whether there is a correlation / relationship between self-regulation and learning motivation, it is necessary to do some tests:

a. Normality Test

The normality test used is the One Sample-Kolmogorov Smirnov test. Based on the normality test of self-regulation and learning motivation of FKIP Undana BK students in online-based learning, it was stated that the self-regulation scores and learning motivation were normally distributed. This can be seen from the results of the normality test

for both variables, both self-regulation and learning motivation, which is 0.200 with a significance level of > 0.05 , which means that the data is normally distributed. Both results are greater than 0.05. This means that the two variables are normally distributed.

b. Linearity Test

The results of the linearity test showed that the learning motivation variable was linearly correlated with self-regulation. The F difference value is 0.896 with a significance level of 0.614 with $p > 0.05$.

3. Correlation Test

Correlation test on the two variables using the product moment correlation obtained results: $r_{xy} = 0.733$ with a significance level of < 0.05 , which means that there is a very significant positive relationship between learning motivation and self-regulation of BK FKIP Undana students in participating in online-based learning. This means that the higher the self-regulation, the higher the student's learning motivation in doing online learning, and conversely, the lower the self-regulation, the lower the learning motivation in implementing online learning.

4. Stepwise

The correlation value (R) between the self-regulation variable and learning motivation is 0.733 and it explains the percentage of the independent variable on the dependent variable called the coefficient of determination which is the result of the R square of 0.537. This means that the contribution of the independent variable (self-regulation) to the dependent variable (learning motivation) in the implementation of online learning is 53.7%, the remaining 46.3% is influenced by other factors outside the self-regulation variable.

5. FGD analysis

Based on the results of the FGD for students of BK FKIP Undana semesters III, V, VII, it was found that the preparation for online lectures was better prepared. In the previous semester, students conducted online lectures "forced", causing student motivation to decrease, disturbed concentration, and did not get anything. This was triggered by the media / platform used by lecturers for learning to take place. 8 out of 10 students who took part in the FGD were not comfortable with learning via WA (WhatsApp) because of the difficulty of typing fastly, hardly looking for important information in WA because the information was often covered by other chats.

However, this new semester is more adaptable because the zoom, e-learning and Google Meet platforms are used to facilitate students when they want to ask questions that are not understood or face to face with lecturers. In addition, the motivation that is instilled in themselves is internal and external. Internal, namely self-discipline in following the schedule, the desire to find additional sources from the internet / seniors, ask lecturers / fellow students about material that is not understood, adapt and enjoy online lectures, and try to understand the uses of various platforms. While external factors are seeing friends who can and are able to adapt so that they are motivated to adapt also, parents support infrastructure (WiFi at home, laptop / cellphone, regular eating and sleeping habits), availability of e-books and easy online information sources that accessed to support lectures.

The inhibiting factors for motivation and self-regulation of conducting online lectures are networking, distracted concentration when studying with friends, annoying

incoming message notifications on cellphones while listening to material from lecturers, the platform used for material delivery. After attending courses for approximately 3 weeks, the students realized that studying online requires independence and high self-control, thus, BK's students confidence (self-efficacy) to pass this semester well are high.

B. Discussion

Based on the results of the analysis using the product moment correlation technique, the value of $r_{xy} = 0.733$ with a significance level of <0.05 , which means that there is a very significant positive relationship between learning motivation and self-regulation of BK FKIP Undana students in participating in online-based learning. These results indicate that self-regulation the aspects in it have a positive and significant relationship with learning motivation. This also indicates that the higher self-regulation, the higher the student's motivation to learn online during the Covid-19 pandemic.

Motivation to learn has a close relationship with individual needs for learning (Badaruddin, 2015). In addition, high motivation to learn also needs to be supported by one's own ability to regulate these learning needs, both physical, psychological, and infrastructure. Based on the results of the FGD interviews with students of BK FKIP Undana semesters III, V and VII, it was found that the main preparation in online learning was self-discipline which was shown in reading and understanding the study schedule, preparing the device (cellphone / laptop) used, checking the data package, books to take notes, source books, even the appearance / clothes used when they will meet face to face via Zoom or Google Meet media.

Suryabrata (in Badaruddin, 2015) states that high learning motivation is

shown in preparation for learning, and has a strong desire to follow up on assignments given by the teacher. This is in line with the results of research which showed that 56.38% or 53 of 94 respondents were in the high category in facing online learning. At first the students realized that studying online decreased motivation due to low self-regulation, but when faced with the change of semester, the students were able to better adjust to learning online and better understand the materials and technology used. This is because it is supported by a good schedule, regular eating, sleep pattern and initial preparation. The results of the study proved that the ability to self-regulate the students of BK FKIP Undana in participating in online learning was in the high category (58.51%).

The results of data analysis showed that self-regulation and student learning motivation had a very significant / strong positive relationship ($r_{xy} = 0.733$, $p < 0.05$). This means that the attitudes, actions, and beliefs of students involve goal setting, strategic planning, and several motivational beliefs, such as self-efficacy, set goal orientation, intrinsic motives, and outcome expectations (Cleary & Zimmerman, 2012) were covered. Individuals who have high self-efficacy beliefs tend to act with good self-preparation, strong self-motivation and try to overcome learning disorders, both external and internal (Zimmerman & Schunk, 2001).

The results of the discussion in the FGD were conveyed by KP students (female, semester VII) that individuals apply independent learning in order to prevent disturbances that come from outside the individual, such as disturbances from loud noises or friends around the environment where KP is studying. KP tries to find additional references, reads the material first

before the online lecture starts and chooses to study in the room instead of being outside the room so that it can help KP master the material and concentrate.

The stepwise results show that there is a contribution of independent variables (self-regulation) to the dependent variable (learning motivation) in the implementation of online learning amounting to 53.7%, the remaining 46.3% is influenced by other factors outside the self-regulation variable. among them are internet networks, data packages, devices that support online learning, use of platforms, and the ability to use IT (Information Technology) or other intrinsic factors that can be further studied by further researchers.

CONCLUSION

From the results of the research that has been carried out, the following conclusions can be drawn:

There is a very significant relationship between self-regulation and learning motivation among students of BK FKIP Undana semester III, V and VII in attending lectures / studying online. Correlation test on the two variables using product moment correlation obtained the results: $r_{xy} = 0.733$ with $p < 0.05$, which means that there is a very significant positive relationship between self-regulation and learning motivation of BK FKIP Undana students in participating in online-based learning. This means that the higher the self-regulation, the higher the student's learning motivation in doing online learning, and conversely, the lower the self-regulation, the lower the learning motivation in implementing online learning.

2. Self-regulation and learning motivation in BK students are classified as high in participating in online learning.

3. The contribution of self-regulation to learning motivation is 53.7%, which means there are still 46.3% other factors outside the

self-regulation variable that can be investigated by further researchers.

For further researchers, there are several things that need to be considered from the results of this study, such as :

- a. Apart from self-regulation, there are other supporting factors as mentioned above that need to be studied further with scientific evidence.
- b. To enrich the theory of self-regulation and learning motivation, further research can be carried out on different characteristics and a wider scope.

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