Student Self Regulated Learning Strategy
In Online Arabic Learning

Azkia Muharom Albantani*[1], Ahmad Madkur[2], Abd. Rozak[3]

[1,3] Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

[2] Institut Agama Islam Negeri Metro, Lampung, Indonesia

azki@uinjkt.ac.id*[1], ahmadmadkur@metrouniv.ac.id[2], rozak@uinjkt.ac.id[3]

Abstract

This study aims to describe the self-regulated learning strategy of students of the Arabic Language Education Program at UIN Antasari Banjarmasin in online Arabic lectures during the pandemic. This study used a qualitative method with an exploratory investigative approach to identify 100 students' self-regulated learning strategies to support learning Arabic from a distance. This study examines 4 (four) indicators in self-regulated learning strategies, namely Goal Setting, Environment Structuring, Task Strategies, and Time Management. The results showed that one of the goal-setting strategies, where students hope to master the elements of Arabic and have Arabic language skills, got the highest average score of 5.68 out of 6. While the time management, in which students benefitted from online learning as it is flexible in determining additional study time, got the lowest average score of 3.95 out of a scale of 6. This value still shows a positive trend which can be interpreted that those students have carried out self-regulated learning strategies well in online Arabic lectures.

Keywords: Self-Regulated Learning; Arabic Language Course; Online Lectures

INTRODUCTION

The COVID-19 pandemic has changed learning habits from the dominance of tutor guidance to independent learning through online platforms. But, of course, these independent learning activities will only be effective if they get strong encouragement from the learner (Mick, 2011). In line with McClaskey (2018), learners during a pandemic must be directed to become true learners who can learn anytime and anywhere, not just as a student who can only learn through teacher guidance. Thus, the pandemic period will not reduce the effectiveness of online and independent learning.

So far, Arabic learning is mostly done classically in the transfer of knowledge from teachers to students. However, some Arabic language teachers, especially pesantren alumni, only transfer the teaching method they receive without paying much attention to the condition of students and the changing of times (Hidayat, 2012). Moreover, when distance learning policies are applied to all subject matter in schools and universities, numbers of teachers apply PJJ only to give assignments without an adequate explanation of the material by the teacher (Oebaidillah, 2020). Thus, students must have internal and external encouragement and special strategies to participate in online learning, especially in Arabic class.

Self-regulated learning is not too familiar in some academic communities, especially when online learning dominates all learning. However, self-regulated learning is essential to learn actively by utilizing surrounding resources and personal abilities (Li, 2020). In addition, fellow learners who have self-regulated learning can foster independent learning and encourage teachers and peers who become role models (Yamaguchi, 2011). Thus, self-regulated learning is an effective online learning solution.

Learning foreign languages online and independently is one of the activities that need to be supported by self-regulated learning to achieve learning objectives. Xiao's research (2014) shows that self-regulated learning plays a significant role in independent learning through the positive effects of the 4 (four) pillars of success learning, namely self-efficacy, identity, motivation, and learner metacognition. It is in line with the research by Larsen-Freeman (2019), which recommends that foreign language learning should start to strengthen the role of self-regulated learning to achieve learning effectiveness. Thus, learners carry out their responsibilities to learn and understand the subject matter.

Interestingly, although there are many studies on self-regulated learning in foreign language learning, there has been no specific study about self-regulated learning in Arabic. The research of Teng (2019), Chi & Hamid (2015), Ferlazzo & Hull-Sypnieski (2016), are some examples of self-regulated learning studies that tend to discuss learning English as a foreign language. But, on the other hand, Arabic is also a foreign language used by more than 150 million people as a daily communication language. It occupies the fifth position after Chinese, English, Spanish, and Indian (Muis, 2020). Thus, the study of self-regulated learning in Arabic learning is significant in the context of better Arabic learning.

This study aims to examine students' self-regulated learning strategies in learning Arabic. After describing the collected data, this study discusses further the academic considerations, practical implications, and shaping the way for future studies.

METHOD

The type used in the implementation of this research is a qualitative approach. An exploratory investigative approach (Stebbins, 2001) is used as a process of curiosity about students' self-regulated learning to support distance learning for Arabic courses. On the other hand, the descriptive analysis approach describes the conditions seen. M. Nasir defines this descriptive research as a systematic, factual, and accurate descriptive or description (painting) regarding the factors, nature, and relationships between the phenomena studied.

In this study, the data sources are divided into two categories; 1) the primary data source is contained in the question items summarized in a research questionnaire conducted offline or online. The respondents' answers to the items in the questionnaire, it is then used as basic data to analyse the self-regulated learning strategy of 100 (one hundred) students of the Arabic Language Education Study Program at UIN Antasari Banjarmasin to support distance learning for Arabic

course; 2) Secondary data sources are supporting data and complementary research data. This data is crucial for the completeness of the analysis of the findings of this study. The secondary data sources are books and reference materials related to self-regulated learning in higher education.

This research was carried out for 8 (eight) months, starting April – November 2021, which included preparation, implementation, analysis, and reporting activities. The research begins with several stages, namely: first, Preparation: the researcher tries to prepare initial data related to the research problem being studied; second, Research Implementation: research implementation activities by collecting related data based on the research instruments that have been prepared; third, Evaluation or Reporting of Research Results: the last activity carried out by researchers by making reports on research results following the agreed systematics.

A literature study was used to obtain initial data about students' self-regulated learning to collect the data. In this context, the researcher conducted an in-depth study and review of students' self-regulated learning in learning Arabic. While distributing questionnaires is a data collection technique by distributing a list of statements to students. The questionnaire was developed from the theoretical framework of Self-Regulated Learning, including Goal Setting, Environment Structuring, Task Strategies, and Time Management (Bandura, 2008; Barnard et al., 2009) to collect primary data, the link of which is shared through the application. WhatsApp groups to be filled by students. The questionnaire has a six-level Likert scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, and 6 = strongly agree. All data from the questionnaire were analysed by descriptive statistical techniques to simplify, analyse, and describe the main features of the data (Holcomb, 2016). Starting with tabulating data in Microsoft Excel application, adding percentage scores and standard deviations to the data, then presenting the analysed data in a summary table. In addition to data analysis, open coding (Glaser, 2016) was used to code and summarize data from open items.

RESULTS AND DISCUSSION

An online questionnaire was distributed to students following their attendance of an Arabic online course during the Covid-19 pandemic. There were 100 students who participated in this study. Further details about the students are presented in the table below.

Table A.1 Respondents Profile

Academic Year	Students	Percentage
First Year	58	58%
Second Year	9	9%
Third Year	33	33%
Sex	**Students**	**Percentage**
Male	32	32%
Female	68	68%

Age	Students	Percentage
<18	13	13%
18-20	75	75%
21-23	12	12%
School Origin	**Students**	**Percentage**
Madrasah Aliyah & Pesantren	46	46%
Madrasah Aliyah Non-Pesantren	26	26%
SMA/SMK & Pesantren	17	17%
SMA/SMK Non-Pesantren	11	11%
Economic Status	**Students**	**Percentage**
Upper-middle	1	1%
Middle	74	74%
Lower-middle	25	25%
Distance Learning Experience	**Students**	**Percentage**
Elementary	1	1%
Junior High School	4	4%
Senior High School	36	36%
Bachelor	59	59%
Gadget	**Students**	**Percentage**
Computer	1	1%
Laptop	15	15%
Smartphone	84	84%
Marital Status	**Students**	**Percentage**
Single	98	98%
Married	2	2%

The data above shows the profile of the respondents in this study, including the academic year, gender, age, school origin, economic status, PJJ experience, gadgets, and marital status. For example, in terms of the academic year, the most responses came from first-year students, as many as 58 people (58%), while the minor responses came from second-year students as many as 9 people (9%). Regarding gender, the most responses came from female students, as many as 68 people (68%), while the least responses came from male students as many as 32 people (32%).

In terms of age, 75 people (75%) responded with the most responses from students aged 18-20 years, while 12 people (12%) range between 21-23. In terms of school origin, the most responses came from students with school origins Madrasah Aliyah and Islamic boarding schools with total of 46 people (46%), while the least responses came from students with school origins SMA/SMK Non-Islamic boarding schools as many as 11 people (11%).

In terms of economic status, the most responses came from students with middle economic status as many as 74 people (74%), while the least responses came from students with upper-middle economic status as many as one person (1%). In terms of PJJ experience, 59 students (59%) experienced the new PJJ experience the

most when they were studying for undergraduate studies (59%), while one student experienced the least PJJ experience since elementary school (1%).

In terms of devices, smartphones are the most preferred choice used by students in long-distance Arabic lectures as many as 84 people (84%), while desktop computers are the least choice used by students in long-distance Arabic courses as many as 1 person (1%). From marital status, the most responses came from students with single respondents with total of 98 people (98%), while the least responses came from students with married status as many as two people (2%).

Portrait of Self-Regulated Learning Strategy
Goal Setting

Goal Setting in Arabic lectures includes goals students set to organize their learning plans effectively and efficiently. Some of the things studied at this point include setting learning standards, short and long-term goals, and the targets for learning Arabic.

Table 1 Goal Setting

Statements	Mean	SD
I set high standard for Arabic online course.	4.53	1.09
I set short-term goals (daily or weekly) and long-term goals (monthly and semester) for Arabic online course.	4.57	0.93
I set the goals to help me manage my time in learning for Arabic online course.	4.98	0.79
I always give my best for Arabbic online course.	5.17	0.71
I expect to master Arabic language elements and skills.	5.68	0.49

Table 1 describes the Goal Setting prepared by students in learning Arabic. Overall, students have positive Goal Setting for learning Arabic, but their ability to set high standards in learning is still low. The aim of mastering the elements of Arabic and mastering Arabic skills has the highest average score of 5.68. On the other hand, efforts to set high standards for learning Arabic online classes have the lowest average score of 4.53. The average in other aspects can be categorized in the medium category with a slightly higher score than the previous category. The data is quite varied, as indicated by the Standard Deviation value in almost all data above 0.5.

Arabic students are eager to master the elements and skills of Arabic language. With the diverse educational backgrounds of students, lecturers need to direct their goals in learning Arabic (Sumiarni, 2014) because it is an essential component in the student's psyche that can determine learning success. In realizing the objectives of learning Arabic, synergy is needed between the ability of lecturers to prepare appropriate learning strategies in teaching with high interest and motivation for students (Muradi, 2013). Thus, students consciously want to learn Arabic because they have a strong desire to master it.
PBA students find it difficult to set a high standard for learning Arabic online classes. The students do not understand the importance of learning Arabic, so they

do not absorb the lecturer's material and end up experiencing ongoing difficulties (Al-Ghozali & Mathoriyah, 2020). In addition, these difficulties occur because lecturers deliver monotonous material using the lecture method and the use of less varied learning media (Fuad, 2019). Thus, lecturers also need to be present as a solution to set high standards for learning Arabic online classes.

The lecturer must direct students of the PBA Department in determining goals in learning Arabic, both short-term goals and long-term goals. Thus, directions from lecturers can motivate students to study effectively (Fatoni, 2019). In addition, lecturers also need to provide various choices to learn Arabic so that students can enjoy every learning process (Nisa & Arifin, 2020). Thus, direction from lecturers to students is an important thing to do to obtain effective lecture results.

Environment Structuring

Environment Structuring in online Arabic courses includes students' efforts to prepare and design a comfortable and effective learning environment for online learning. Some of the things studied in this point include the selection of learning locations, the selection of additional study time, efforts to design study rooms, and the availability of an environment that supports the effectiveness of online learning.

Table 2 Environment Structuring

Statements	Mean	SD
I choose a suitable place for online learning to avoid distractions.	5.10	0.85
I chose a time that was less distracting to study Arabic supplementary material.	4.76	1.03
I design/set the room in such a way that I can take Arabic classes online comfortably.	5.08	0.76
I have an effective room for taking online Arabic classes.	4.51	0.98

Table 2 describes the Environment Structuring prepared by students in learning Arabic online. Overall, students strive for a favorable Environment Structuring to learn Arabic online, but the adequate room to take online Arabic classes is still an obstacle for some students. Efforts to choose the right location for online learning to avoid too many distractions have the highest average score of 5.10. On the other hand, an effective room for online Arabic classes has the lowest average score of 4.51. The average in other aspects can be categorized in the medium category with a slightly higher score than the previous category. The data is quite varied, as indicated by the Standard Deviation value for all data above 0.5.

Arabic students make great efforts to choose the right place to study online to avoid too much distraction. Sadikin and Hamidah's (2020) research shows that students already have the basic facilities to participate in online learning to increase learning independence. This effort can be done because students have the intention to learn as an essential component in the soul that can determine learning success (Mason, 2010). Thus, students consciously strive to the maximum to be able to carry out online Arabic learning well.

PBA students are likely to find it difficult to provide an effective room to take online Arabic classes. Online lectures certainly provide obstacles and challenges in every implementation, one of which is the availability of effective rooms (Basar, 2021). The lack of an effective room for online lectures will be the main obstacles in the learning process (Maudiarti, 2018). Thus, teachers need to provide direction and guidance so that students can prepare a simple, special room or location that can be effective and useful for online learning.

Lecturers must guide students of the PBA Department in preparing a convenient location to learn Arabic online effectively. Dzulfikri's research (2017) shows that most students do not perceive online lectures as an effective method for lectures. This may be due to an inappropriate and less comfortable place to study for the online learning process. Thus, students must be more aware that the location of online learning will determine the success of participating in the learning process.

Task Strategies
Task Strategies in online Arabic lectures include students' efforts to prepare and complete online learning tasks. Some of the things studied in this point include efforts to take notes, read additional material, prepare questions, complete assignments, and maximize the use of online learning resources.

Table 3 Task Strategies

Statement	Mean	SD
I try to make a more thoroughly notes for Arabic class	5.03	0.73
I read numerous Arabic class's materials that are uploaded online.	4.74	0.88
I prepare questions before joining the online Arabic class.	4.27	0.95
I learn additional material other than the task given in the class.	4.72	0.92
I finish my Arabic class's task as soon as possible.	5.06	0.87
I maximize other online sources to help me with my Arabic online class's tasks.	5.03	0.73

Table 3 describes the Task Strategies prepared and carried out by students in completing online Arabic learning tasks. Overall, it appears that students are pursuing Task Strategies positively to complete online Arabic lecture assignments but preparing questions to be submitted to online Arabic classes is still an obstacle and challenging for some students. The effort to complete the tasks given in the online Arabic class as soon as possible has the highest average score of 5.06. On the other hand, preparing questions before joining an online Arabic class has the lowest average score of 4.27. The average in other aspects can be categorized in the medium category with a slightly higher score than the previous category. The data is quite varied, as indicated by the Standard Deviation value for all data above 0.5. Arabic students are trying very hard to complete the tasks given in the online Arabic class as soon as possible. This is in line with the goal of online learning, which is to make students more independent, especially in maximizing online learning resources for completing assignments (Handarini & Wulandari, 2020). In addition, online learning also requires students to understand the material independently

without additional explanation from the teacher (Yuangga & Sunarsi, 2020). Thus, teachers and lecturers need to guide their students to complete lecture assignments as soon as possible by using online learning resources relevant to materials.

PBA students have difficulty preparing questions before joining an online Arabic class. Submission of questions aims to find out the difficulties experienced by students and confirm them with the teacher's answers (Umamah & Muassomah, 2020). But in fact, students' skills to elaborate question in the learning process are still low due to shyness, lack of confidence, lack of understanding, and fear of unanswered questions (Cahyani et al., 2015). By knowing the learning problems experienced by students, teachers will provide the best solutions to students so that these difficulties can be overcome properly.

Lecturers must guide students of the PBA Department in preparing appropriate strategies to complete assignments in lectures. The awareness of each student is the main factor for success in completing online lecture assignments (Anah, 2020). In addition, a detailed explanation from the lecturer regarding lecture assignments is important to avoid student misunderstandings in doing them (Huda & Ahmala, 2020). Therefore, the completion of lecture assignments must have good cooperation between lecturers and students.

Time Management

Time Management in online Arabic lectures includes student efforts to manage time in online learning to get maximum results. Some of the things studied in this point include allocating additional study time, disciplined efforts in learning, and being on time in attending lectures.

Table 4 Time Management

Statement	Mean	SD
I allocate extra time for Arabic online class.	4.52	0.93
I try to make a consistent time management daily or weekly for studying Arabic online.	4.59	0.93
I try to be discipline in doing my tasks to avoid disruption with my Arabic learning process.	5.04	0.78
I always try to join the class punctually to avoid missing the material.	5.31	0.61
I find online learning helpful due to its flexibility in setting extra time to learn.	3.95	1.36

Table 4 describes the Time Management carried out by students in participating in online Arabic learning. Overall, it appears that students are making positive efforts with their time management to take online Arabic lectures. However, the online learning system is still considered less flexible to add additional study time for some students. Taking Arabic classes on time to avoid any missing material has the highest average score of 5.31. On the other hand, the online learning system is considered flexible in determining additional study time has the lowest average score of 3.95. The average in other aspects can be categorized in the medium

category with a slightly higher score than the previous category. The data is quite varied, as indicated by the Standard Deviation value for all data above 0.5.

Arabic students take online Arabic classes on time so that no material is left behind. Riqza and Muassomah's (2020) research shows that online classes greatly help students train independently. In addition, Cholbi's (2007) research shows that learning based on personal desires will make it easier for students to maximize learning achievement. Thus, the success of learning in online situations is very dependent on the efforts of each student.

PBA students find it difficult to determine additional study time because they are not familiar with the online learning system. Students still tend to study offline to confirm their learning outcomes directly to the lecturer (Zhafira et al., 2020). Online learning has several impacts on students, including confusing students, making students more passive, less creative and productive, and even making students experience stress (Argaheni, 2020). Thus, teachers need to provide the best solutions to their students to participate actively and effectively in the learning process.

Lecturers must direct PBA students in preparing appropriate strategies to manage time effectively and efficiently in online Arabic lectures. The problem of learning time management during the COVID-19 pandemic occurs because students think that lectures can only be done on campus to do more things outside of college obligations (Fajhriani, 2020). Therefore, of course, lecturers must advise students to manage their time well in online lectures so that it will have an impact on achieving maximum learning outcomes (Safuni et al., 2020). Thus, students will better prepare the right strategies to manage learning time effectively and efficiently.

CONCLUSION

This study explores self-regulated learning strategies for students of the Arabic Language Education Study Program at UIN Antasari Banjarmasin in online Arabic lectures, including Goal Setting, Environment Structuring, Task Strategies, and Time Management. The results showed that the overall average score was still above 3 out of a scale of 6. It can be interpreted as students having carried out self-regulated learning strategies in online Arabic lectures. For example, one of the goal-setting strategies, where students hope to master the elements of Arabic and have Arabic language skills, gets the highest average score of 5.68 out of a scale of 6. Meanwhile, one of the Time Management strategies is that an online learning system helps students because it is flexible. To determine additional study time, it got the lowest average score of 3.95 out of a scale of 6.

This study provides several implications for better online Arabic lectures. First, lecturers have an essential role so that students consciously feel the need to learn Arabic, for example, lecturers direct students to set high standards in learning and prepare additional study time every week. In addition, lecturers must also provide continuous motivation so that students are interested in actively participating in online Arabic lectures, for example, lecturers must have strategies

so that each student has questions to ask in each course. On the other hand, students should also be encouraged to reflect on their learning experiences and utilize teaching strategies proven to be effective to achieve better Arabic learning outcomes.

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