SELF-REGULATED LEARNING OF ARABIC EDUCATION STUDENTS VIA MOODLE DISCUSSION FORUM

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Abstract

This study aims to analyze and describe the Self-Regulated Learning of Arabic Language Education students at the Universitas Islam Riau. The research method used is a descriptive analysis using the percentage of the Self-Regulated Learning questionnaires through the Moodle discussion forum, which consists of five aspects, that is discipline, confidence, motivation, initiative, responsibility, with a sample of forty-four students. The validity test results using the SPSS 20. There are eight invalid and seventeen valid questions from the twenty-five indicator items after the validity test, so the researchers only used the right questions to test the research object. Based on the Cronbach's Alpha value in the reliability statistics table, a matter of 0.840, this can conclude that these results have a very high level of reliability. The study results indicate that the Self-Regulated Learning of Arabic Language Education students at the Universitas Islam Riau is pretty good in the aspects of self-confidence with a score of 65.7%, aspects of discipline with a score of 72.2%, and aspects of responsibility with a score of 73.1%, And not good in the part of the initiative with a score of 55.1% and motivational elements with 63.8%.

*Keywords**: Arabic Education, Moodle Discussion Forum, Self-Regulated Learning, Student.*

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan kemandirian belajar mahasiswa Pendidikan Bahasa Arab Universitas Islam Riau. Metode penelitian yang digunakan adalah analisis deskriptif dengan menggunakan persentase angket kemandirian belajar melalui forum diskusi Moodle, yang terdiri dari lima aspek yaitu: disiplin, percaya diri, motivasi, inisiatif dan tanggung jawab, dengan sampel sebanyak empat puluh empat siswa. Hasil uji validitas menggunakan program SPSS versi 20. Dari 25 butir indikator setelah dilakukan uji validitas terdapat delapan soal yang tidak valid dan 17 soal yang

valid, sehingga peneliti hanya menggunakan soal yang tepat untuk diujikan pada objek penelitian. Berdasarkan nilai Alpha Cronbach's pada tabel statistik reliabilitas angket sebesar 0,840, dapat disimpulkan bahwa hasil tersebut memiliki tingkat reliabilitas yang sangat tinggi. Hasil penelitian menunjukkan bahwa kemandirian belajar mahasiswa Pendidikan Bahasa Arab Universitas Islam Riau cukup baik pada aspek percaya diri dengan skor 65,7%, aspek disiplin dengan skor 72,2%, dan aspek tanggung jawab dengan skor 73,1%, dan kurang baik pada aspek inisiatif dengan skor 55,1% dan aspek motivasi dengan 63,8%.

Kata Kunci: *Pendidikan bahasa Arab, forum diskusi moodle, kemandirian belajar, Mahasiswa.*

INTRODUCTION

Distance Education is currently being treated as an emergency condition that must be implemented during the Coronavirus Diseases (Covid-19) emergency; however, according to Arifa [1], increasing is not only in emergency conditions but must also be improved in everyday situations. Distance Education has now become one of the changes in people's behaviour patterns after the Covid-19 [2] outbreak during the government being intensifying Learning via E-learning in the era of the Industrial Revolution (IR) 4.0, where IR 4.0 has changed the paradigm of human thinking in all aspects of life, including education World. It must be addressed positively and dynamically because the paradigm shift as the demand for IR 4.0 is a logical and natural consequence. Failing to respond to the needs for change in IR 4.0, failing to connect oneself with the outside world, even though it doesn't have to be talkative, it must immediately leave the values of local wisdom as a character that must be maintained [3].

Learning Arabic at the university level in the RI 4.0 era demands several things, including a heutagogical approach in education, enthusiasm for learning in students with enthusiasm as lifelong learners, and Self-Regulated Learning (SRL). Students as the primary capital to achieve core competencies [4]. Apart from being SRL [5], it is also a keyword that connects three prevailing realities today; the phenomenon of IR 4.0, the heutagogical approach in the world of education as a

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[1] Fieka Nurul Arifa, "Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19," *Info Singkat;Kajian Singkat Terhadap Isu Aktual Dan Strategis* XII, no. 7/I (2020): 6, http://berkas.dpr.go.id/puslit/files/info_singkat/Info Singkat-XII-7-I-P3DI-April-2020-1953.pdf.

[2] Widya Sari, Andi Muhammad Rifki, dan Mila Karmila, "Pembelajaran Jarak Jauh Pada Masa Darurat Covid 19," *Jurnal MAPPESONA*, no. 1 (2020): 12.

[3] saproni Saproni, "Leadership Mentality In Indonesia ' S Ptkis Internationalization," In *Proceedings International Conference BKSPTIS 2018.*, 2018, 155–164.

[4] Saproni Muhammad Samin, "Kemandirian Belajar Bagi Pembelajar Bahasa Arab Di Tingkat Perguruan Tinggi Di Era 4.0," in *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 2019, 613–618.

[5] Saproni, "Pendidikan Kemandirian Dalam Islam," *sport area* 1, no. 2 (2017): 61–69.

continuation of the pedagogical approach than the andragogy and the post-method approach in the field of teaching language as a foreign language.

One of the demands of IR 4.0 is the digitization of education in higher education. This digitization of education requires the concept of SRL for students [6]. Moodle-based e-learning is widely used in educational institutions ranging from secondary to High Education levels.

Self-Regulated Learning (SRL) refers to a person's ability to understand and control one's learning environment [7]. Self-regulation abilities include goal setting, self-stabilization, self-instruction, and self-reinforcement [8]. SRL is self-aware, self-driven, and can learn to achieve its goals. SRL combines learner motivation, metacognitive awareness, cognitive skills, and Beliefs about Learning [9]. SRL is a requirement of the three realities that apply today, even as a keyword in connecting the three. These three things are; the era of RI 4.0, the heutagogical approach as an advanced approach to pedagogy and andragogy, and a post-method currently emerging in teaching foreign languages [10]. According to Robert Ronger in Hidayati and Listyani, a person is said to be independent if: (1) Can work alone physically, (2) Can think on their own, (3) Can arrange expressions and ideas that others can understand, (4) Activities are validated by himself emotionally. Meanwhile, the measures of independence determined by Goodman and Smart in Hidayati and Listyani (2010) are (1) Independent, (2) Autonomy, and (3) Confidence [11].

According to Canning & Callan, Kenyon & Hase in Hiryanto, more mature students need less control from the instructor and can be more independent in their Learning, while less mature students psychologically need more instructor guidance and scaffolding courses [12]. The Heutagogical approach to learning Arabic, although very promising, will only be maximized if the learning target has a sufficient level of independence and learning maturity, that is, having a clear learning vision, having a good understanding of learning tendencies and learning styles (metacognitive skills) [13]. Here are some indicators of independence in language learning put forward by Johnson in Asrori, that is (1) having the willingness and courage to guess/guess the meaning, (2) having a strong will to practice

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[6] Samin, "Kemandirian Belajar Bagi Pembelajar Bahasa Arab ." 613.

[7] Lucas M. Jeno et al., "The Effects of M-Learning on Motivation, Achievement and Well-Being: A Self-Determination Theory Approach," *British Journal of Educational Technology* 50, no. 2 (2019): 669–683.

[8] Karen R. Harris and Steve Graham, "Programmatic Intervention Research: Illustrations from the Evolution of Self-Regulated Strategy Development," *Learning Disability Quarterly* 22, no. 4 (1999): 251–262.

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[11] Kana Hidayati and Endang Listyani, "Pengembangan Instrumen Kemandirian Belajar Mahasiswa," *Jurnal Penelitian dan Evaluasi Pendidikan* 14, no. 1 (2010): 84-99.

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[13] Muhammad Ridha, "Heutagogi Dan Arah Pendidikan 4.0 Kita," last modified 2018, accessed June 24, 2019, https://tinyurl.com/yyms4ts9.

communicating or learn from communication, (3) dare to take risks and not afraid of making mistakes in Learning and communicating, (4) to focus on communication, he pays attention to the form of language before engaging in communication, (5) practices the language learned, (6) monitors his speech and speech partners' speech, (7)) pay more attention to the acceptance of the speech by the speech partner, (8) pay more attention to the meaning in dealing with the speech partner's speech [14].

SRL is a prerequisite for successful students. Independent students will be responsible for their abilities, results, and learning process. Independent students creatively develop methods, actions, techniques, and learning activities without waiting for instructions from lecturers and teachers [15]. Mainly if we refer to the 13 primary qualifications required as employees according to the World Bank report, 2013 & Selingo 2016, which are positive work habits, communication, writing, mathematics, English, problem-solving, teamwork, curiosity, creativity, grit, digital awareness, contextual thinking [16], meanwhile, according to Fauzia in an article written in online media, ten types of skills will be needed in 2022, that is: (1) analytical and innovative thinking, (2) active and innovative learners, (3) creativity, originality, and initiative, (4) programming skills and design technology, (5) analytical skills and critical thinking skills, (6) the ability to solve complex problems, (7) leadership and the ability to influence the social environment, (8) emotional intelligence, (9) problem-solving logic, reasoning, and full of ideas, and (10) system analysis and evaluative skills [17].

Moodle is an open-source Learning Management System (LMS) that can be obtained freely through http://moodle.org, developing e-learning systems. A study conducted by Darmawan [18] on the analysis of network monitoring system software selection techniques using the Criterium Decision Plus 3.0 using the AHP method shows that the highest value of decision scores is 0.833 on the Moodle alternative, meaning that the priority alternative for selecting LMS is Moodle.

By using the principles of social constructionist pedagogy, Moodle comes with a learning mechanism using information technology that can be adapted to the learning needs of students. In this learning principle, the teacher does not become a source of information but acts as an influencer[19].

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[14] Imam Asrori, "Menuju Pembelajaran Bahasa Arab Yang Lebih Memandirikan (Maha) Siswa Yang Lebih Memandirikan (Maha) Siswa," *Naskah Pidato Pengukuhan Guru Besar* (2012).

[15] Imam Asrori, "Menuju Pembelajaran Bahasa Arab,".

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[19] David J Nicol and Debra Macfarlane-Dick, "Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice," *Studies in higher education* 31, no. 2 (2006): 199–218.

In Era 4.0, where student-centred Learning has become a must[20], Moodle is one of the tools in B-learning that can make students learn independently and achieve maximum learning goals[21]. Moodle also follows the heutagogical learning approach, which states that the teacher's role is not as a consultant but in the structure[22].

This study refers to several existing research results to enrich the research discussion and support the development of Arabic learning design in the Moodle software application as an effective method in creating student independence in online Learning.

Mohamad Hasbullah bin Abu Bakar and Siti Haryani Syaikh Ali[23] show that SRL can identify SRL patterns and highlight student behaviour. The researcher's learning design will optimize the use of Moodle to achieve student independence and get maximum learning outcomes. The research conducted by Kendal Hartley, Lisa D. Bendixen, Glanoutsos, and Emily Shreve[24] shows that Smartphones can improve low-achieving students' learning outcomes and increase SRL awareness. This study confirms that the learning design on the Moodle application can improve achievement because they tend to use electronics in Learning.

Research conducted by Jauhar Ali[25] shows that Moodle-based Arabic E-Learning creates a more SRL process without problems of place and time, so that teachers have more flexible time for the internship program for class XI students, While the results of the research of Jing Wen and Fan Yang[26] stated that the use of Moodle can improve students' reading and listening skills. This study confirms that Moodle is very effective in Learning.

According to Lai C, Hwang, and Tu Y H[27], their research showed that the self-regulated science inquiry approach with the SRL strategy could improve student learning achievement and increase self-efficacy and several aspects of self-regulation; These include time management, seeking help,

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[20] Leli Halimah, *Keterampilan Mengajar; sebagai Inspirasi untuk Menjadi Guru yang Excellent di Abad Ke-21.* (Bandung: PT. Refika Aditama, 2017), 11.

[21] Kendall Hartley et al., "The Smartphone in Self-Regulated Learning and Student Success: Clarifying Relationships and Testing an Intervention," *International Journal of Educational Technology in Higher Education* 17, no. 1 (2020): 1–14.

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[24] Hartley et al., "The Smartphone in Self-Regulated Learning and Student Success: Clarifying Relationships and Testing an Intervention."

[25] Jauhar Ali, "Moodle in Arabic Learning: How It Works at SMK Syafi'i Akrom Pekalongan," *ALSINATUNA* 4, no. 2 (2019): 162–181.

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[27] Chiu-Lin Lai, Gwo-Jen Hwang, and Yi-Hsuan Tu, "The Effects of Computer-Supported Self-Regulation in Science Inquiry on Learning Outcomes, Learning Processes, and Self-Efficacy," *Educational Technology Research and Development* 66, no. 4 (2018): 863–892.

and self-evaluation. This study confirms that SRL can be carried out in electronic Learning or e-learning. This argumentation is reinforced by the research of Sudianto and Dwijanto[28] , which shows that project-based Learning with the Moodle LMS is effective for the achievement of students' creative thinking skills and SRL. This research confirms that Moodle can increase students' independence in Learning.

Rob Hircels, in his research, stated that discussion forums get a high percentage among other features in Moodle in terms of ability and understanding of the material, especially to explore the opinions of students in the class of quiet students who are not active in expressing their views [29]. Meanwhile, in research, Soraya Fatmawati stated that discussion forums on Moodle e-learning increased student participation compared to discussions in conventional or classical face-to-face classes with 37% [30].

Based on the description above, there are differences in the methods used to optimize Moodle use. In this case, the researcher analyzed the learning independence of Arabic students at the Universitas Islam Riau using the Moodle discussion forum feature.

In this study, researchers analyzed and described the learning independence of Arabic Language Education students at Universitas Islam Riau (UIR), consisting of 5 aspects: discipline, confidence, motivation, initiative, and responsibility. these aspects are quoted from a combination of the Self-Regulated Learning theory expressed by Erik H Erikson[31] in his book entitled childhood and society and what Marlene Steinberg[32] described. The researchers concluded that the Self-Regulated Learning between the two was also strengthened by the latest research on Self-Regulated Learning, one of which was the study of Tasaik Hendrik Lempe and Patma Tuasikal[33]. Apart from the SRL theories above, the researcher chose these aspects of SRL because these five aspects are mentioned in SRL theories.

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[28] Sudianto Sudianto, Dwijanto Dwijanto, and N R Dewi, "Students' Creative Thinking Abilities and Self Regulated Learning on Project-Based Learning with LMS Moodle," *Unnes Journal of Mathematics Education Research* 8, no. 1 (2019): 10–17.

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[30] Soraya Fatmawati, "Efektivitas Forum Diskusi Pada E-Learning Berbasis Moodle Untuk Meningkatkan Partisipasi Belajar," *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 9, no. 2 (2019):210-216.

[31] Erik H Erikson, *Childhood and Society* (WW Norton & Company, 1993), 25.

[32] Marlene Steinberg, *Handbook for the Assessment of Dissociation: A Clinical Guide* (American Psychiatric Pub, 1995), 30.

[33] Hendrik Lempe Tasaik and Patma Tuasikal, "Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V SD Inpres Samberpasi," *Metodik Didaktik: Jurnal Pendidikan Ke-SD-an* 14, no. 1 (2018): 45-55.

METHOD

This study uses a descriptive method to reveal current data based on the visible facts or when the research was carried out [34]. The time and location of this research is the even semester of the 2020/2021 academic year. The problem analysis was carried out from learning directions from home since the Covid-19 pandemic that hit the world, including Indonesia, to determine how important this research was carried out. The subjects in this study were forty-four students of Arabic Language Education in semesters fourth and sixth of UIR. Collecting data in this study is by using a questionnaire. The questionnaire used in this study is a structured questionnaire with seventeen indicators, where respondents can answer from predetermined answers to one of the answers that are considered the most appropriate. The indicators in the questionnaire are arranged about the aspects of student SRL, which consists of five elements. The validity questionnaire phase is carried out to measure the extent to which an instrument performs its function. Test all items contained in the learning independence questionnaire. The validity questionnaire used SPSS 20 with the Bivariate Pearson method. Pearson product correlation moment and test the reliability to see the extent to which the consistency of measuring instruments is used and whether it can be maintained. Determine the quality of the results of the questionnaire percentage calculation. The measure of the quality percentage category was used as the standard proposed by Popham and Syntronik.

RESULT AND DISCUSSION

Before the research was carried out, the researchers first compiled the instrument and tested the validity, a questionnaire to 50 students who were not samples or research objects. The questionnaire consists of 5 aspects, each aspect composed of several questions.

Table1. Total Item Statistic

| No | Variable Aspects | rtable | rcount | Information | |
				Valid	Invalid
1	Confident aspect	0,374	0,000-0,002	3	2
2	Discipline aspect	0,374	0,000-0,041	4	1
3	Initiative aspect	0,374	0,000,0001	4	1
4	Responsibility aspect	0,374	0,002-0,017	3	2
5	Motivational aspect	0,374	0,000-0,0016	3	2
	Amount			17	8

[34] Sugiyono, *Metode Penelitian Kualitatif Dan Kuantitatif Dan R&D* (Bandung: Alfabeta, 2014), 40.

Based on the table above, the results of the validity test using the SPSS program version 20 of the 25 indicator items after the validity test, there are eight invalid questions and 17 valid questions, so the researchers only used valid questions to be tested on the research object. A reliability test is used to prove whether the measuring instrument can be used and trusted. based on the Cronbach 'Alpha value in the reliability statistics table, a value of 0.840 is obtained where this value is interpreted with the following criteria: 0.800-1,000 = very high, 0.600-0.799 = high, 0.400-0.500 = sufficient, 0.200 - 0.399 = low, > 0.200 = very low. So, it can be concluded that these results have a very high level of reliability. The results of the percentage of assessment categories for each aspect of the SRL of Arabic Language Education students are given the following calculation interpretation:

Table.2 Respondents' Responses

No	Indicators	Always (4)		Often (3)		Sometimes (2)		Never (1)		N	Score
		f	%	f	%	f	%	f	%		
1	Item 1	15	31.90%	15	31.90%	16	34%	1	2.10%	47	134
2	Item 2	5	10.90%	11	23.90%	24	52.20%	6	13%	46	128
3	Item 3	8	17%	18	38.30%	20	17%	1	2.10%	47	135
4	Item 4	27	57.40%	13	27.70%	7	14.90%	0	0	47	159
5	Item 5	7	14.90%	18	38.30%	19	40.40%	3	6.40%	47	155
6	Item 6	18	38.30%	21	44.70%	8	17%	0	0	47	152
7	Item 7	7	14.90%	12	25.50%	24	51.10%	4	8.50%	47	122
8	Item 8	2	4.30%	9	19.10%	23	48.90%	13	27.70%	47	122
9	Item 9	2	4.30%	4	8.50%	27	57.40%	14	29.80%	47	117
10	Item 10	7	14.90%	20	42.90%	19	40.40%	1	2.10%	47	128
11	Item 11	3	6.40%	19	40.40%	20	42.60%	5	10.60%	47	119
12	Item 12	5	10.60%	13	27.70%	28	59.60%	1	2.10%	47	131
13	Item 13	24	51.10%	15	31.90%	7	14.90%	1	2.10%	47	163
14	Item 14	19	41.30%	20	43.50%	5	15.20%	0		46	161
15	Item 15	6	12.80%	21	44.70%	16	34%	4	8.50%	47	117
16	Item 16	6	12.80%	22	46.80%	16	34%	3	6.40%	47	119
17	Item 17	7	14.90%	13	27.70%	23	48.90%	4	8.50%	47	131
	Amount										2293

Table.3 The Percentage Result of The Indicator

No	Indicators	Aspects	Percentage
1	Moodle discussion forum makes me calm in arguing	Confidence	
2	I participate in conducting questions and providing answers/feedback from friends in the Moodle discussion forum.		65,70 %
3	I deepened the material before discussing it		
4	I am responsible for the assigned task	Discipline	
5	I am enthusiastic and enthusiastic in the discussion		
6	I have a high commitment		72,20 %
7	I can solve the difficulty in the Moodle discussion forum.		
8	I tend to give satisfying answers in Moodle discussion forums.	Initiative	
9	I responded to questions and tended to provide more answers.		55,10 %
10	I have a desire to discover and research		
11	I carry out the discussion with flexibility.		
12	I am energetic in accessing e-learning and conducting discussions.	Responsible	
13	I believe in myself		73,10 %
14	I have an obsession with achieving high presentation		
15	I overcame difficulties myself.	Motivation	
16	I take risks with significant challenges.		63,80 %
17	I am fluent in accessing and conducting discussions.		

The confidence aspect in the discussion forum got a score of 355 from the ideal score of 540 with a percentage of 65.7%, which means it is in the pretty good category. This result shows that Arabic Language Education students are pretty good in terms of (1) being calm in discussions, (2) participating in providing questions and answers (3) deepening the material before discussing.

The discipline aspect in the discussion forum scored 520 out of the ideal score of 720 with a percentage of 72.2%, which means that it is in the pretty good category. This result shows that Arabic Language Education students are pretty good in terms of (1) responsibility for the assigned assignment, (2) enthusiasm and enthusiasm in discussions, (3) high commitment, (4) overcoming difficulties in the discussion.

The initiative aspect in the discussion forum scored 397 from the ideal score of 720 with 55.1%, which means it is in the poor category. This result shows that Arabic Language Education students

are not good at: (1) giving satisfying answers, (2) responding to questions with long answers, (3) wanting to find and research, (4) being flexible and flexible in discussions.

The responsibility aspect in the discussion forum scored 399 out of an ideal score of 540 with a percentage result of 73.1%, which means it is in the pretty good category. This result shows that Arabic Language Education students are pretty good in terms of: (1) energetic when discussing, (2) confidence in themselves, (3) obsession with achieving high achievement.

The motivation aspect in the discussion forum scored 345 from the ideal score of 540 with a percentage of 63.8%, which means that it is in the unfavourable category. This result shows that Arabic Language Education students are not good at: (1) overcoming their difficulties, (2) facing risks and challenges, (3) being fluent in accessing discussion forums.

The manifestation of the confident aspects of Arabic Language Education students includes being able to think alternatives, care about taking advantage of existing situations, oriented to problem-solving, thinking about how to navigate life, that is by deepening the material before discussing to increase knowledge and trying to adapt to conditions and roles. Students are pretty confident in taking advantage of the Moodle discussion forum.

The manifestation of disciplinary aspects of Arabic Language Education students includes being responsible for the assignment given, enthusiasm in discussions, high commitment, and overcoming difficulties faced when discussing. Arabic Language Education students are disciplined in debating in the Moodle discussion forum.

The manifestation of aspects of the Arabic Language Education student initiative includes providing satisfying answers, offering more solutions, researching and finding new material, and having flexible discussions. However, in terms of the aspect of the initiative, Arabic Language Education students lacked ambition in discussing the Moodle discussion forum.

The realization of the responsibility aspects of Arabic Language Education students includes having a big obsession, having confidence in yourself, and being energetic in accessing discussion forums. Arabic Language Education students are pretty responsible for discussing in the discussion forum.

The manifestation of the motivational aspects of Arabic Language Education students includes facing risks, overcoming difficulties independently without the help of others, being fluent in asking questions, and responding to other people's opinions. However, PBA UIR students lack motivation in the Moodle discussion forum in terms of motivation aspects.

CONCLUSION

Distance Education via E-learning is an inevitable alternative to the Covid-19 pandemic; even though the demands of IR 4.0 and the Heutagogical approach in the student learning process, the Covid-19 pandemic has changed people's lives behaviour leads to the appropriateness of the learning process. With the necessity to interact in the learning process with a net-centric approach. Self-Regulated Learning is the key to the success of this distance education process. 5 Aspects, discipline, self-confidence, motivation, initiative, and responsibility, are used to measure the extent of the level of SRL. This study shows that the level of SRL of Arabic Language Education students is 65.98% which means that it is in the good enough category, but after one more year of implementing distance education, the level of SRL should be more than just good enough. Departing from the above, the researcher provides recommendations to officials responsible for managing the Arabic Language Education Study Program to improve performance and work hard to improve SRL in an era that relies heavily on the quality of SRL, to make the government program Independent Campus - Independent Learning.

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