

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

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

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Abstract

Learning through Distance Education has become the main medium in the Covid-19 era that demands self-regulated learning (SRL) for students in higher education. SRL is self-aware, driven by oneself, and can learn to achieve its goals. SRL combines learner motivation, metacognitive awareness, cognitive skills, and beliefs about learning. The discussion forum on Moodle gets a high percentage among other features in terms of ability and understanding of the material, especially for exploring the opinions of students in the quiet class of students who are not active in expressing their opinions. In this study, the researchers analyzed and described the SRL of 44 students in the 4th and 6th semesters of Arabic Language Education at the Universitas Islam Riau (UIR), consisting of 5 aspects namely: discipline, self-confidence, motivation, initiative, and responsibility. The research method used is a descriptive analysis using the percentage of SRL questionnaires for Arabic Language Education students at the UIR through the Moodle discussion forum. The results of this study indicate that in 5 aspects of independence, Arabic Language Education students at the UIR are quite good in the aspects of self-confidence, discipline, and responsibility, and not good in terms of initiative and motivation. While the average percentage for learning independence of Arabic Language Education students is 65.98% which means it is quite good.

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

Abstrak

Pembelajaran melalui Pendidikan Jarak jauh menjadi media utama di era covid-19 yang menuntut adanya kemandirian belajar (*Self-Regulated Learning*) pada mahasiswa di perguruan tinggi. Kemandirian belajar merupakan kesadaran diri, digerakkan oleh diri sendiri dan memiliki kemampuan belajar untuk mencapai tujuannya. Kemandirian belajar menggabungkan motivasi pelajar, kesadaran metakognitif, keterampilan kognitif dan keyakinan tentang pembelajaran. Forum diskusi pada *Learning Management System* (LMS)

Moodle mendapatkan persentase yang tinggi diantara fitur-fitur lain dalam segi kemampuan dan pemahaman terhadap materi, terkhusus untuk mengeksplorasi pendapat-pendapat siswa di kelas siswa pendiam yang tidak aktif dalam mengungkapkan pendapatnya. Pada studi ini peneliti menganalisis dan mendeskripsikan kemandirian belajar mahasiswa²³ semester 4 dan 6 Pendidikan Bahasa Arab Universitas Islam Riau sebanyak 44 orang, ¹⁵ng terdiri dari 5 aspek, yaitu: disiplin, percaya diri, motivasi, inisiatif, tanggung jawab. Metode penelitian yang digunakan adalah analisis deskriptif dengan menggunakan persentase angket kemandirian belajar pada mahasiswa Pendidikan Bahasa Arab Universitas Islam Riau melalui forum diskusi Moodle. Hasil penelitian ini menunjukkan bahwa dalam 5 aspek kemandirian mahasiswa Pendidikan Bahasa Arab Universitas Islam Riau cukup baik dalam dalam aspek percaya diri, disiplin, dan tanggung jawab. Dan kurang baik dalam aspek inisiatif dan motivasi. sedangkan rata-rata prosentase untuk kemandirian belajar mahasiswa Pendidikan Bahasa arab sebesar 65,98% yang berarti cukup baik.

Kata Kunci: *Forum Diskusi Moodle, Kemandirian Belajar, Mahasiswa, Pendidikan Bahasa Arab*

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 Arifa¹, increasing is not only in emergency conditions but must also be improved in normal situations. Distance Education has now become one of the changes in people's behavior patterns after the Covid-¹⁹²⁴ 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 demands 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 maintained³.

Learning Arabic at the Higher Education level in IR 4.0 also demands several things including the alignment of the achievement of vision IR 4.0 with the Heutagogical approach in education, namely treating students not only as adults psychologically but as people who have learning autonomy, instilling a spirit of learning in students with enthusiasm as lifelong learners and is to foster independent learning for students as the basic capital to achieve core competencies

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, [https://berkas.dpr.go.id/puslit/files/info_singkat/Info Singkat-XII-7-I-P3DI-April-2020-1953.pdf](https://berkas.dpr.go.id/puslit/files/info_singkat/Info%20Singkat-XII-7-I-P3DI-April-2020-1953.pdf).

² Widya Sari, Andi Muhammad Rifki, and 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. Apart from being independent in learning, it is a requirement of Islamic law 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 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 requires the concept of self-regulated learning 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 IR 4.0, the heutagogical approach as an advanced approach to pedagogy and andragogy, as well as a post-method that is currently emerging in the world of 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 can be understood by others, (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 & Collan, Kenyon & Hase in Hiryanto that more mature students need less control from the instructor and can be more independent in their learning, while less mature students are psychologically needing 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, namely having a clear learning vision, having a good understanding of learning tendencies and learning styles

⁴ Saprone 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 Saprone, 'PENDIDIKAN KEMANDIRIAN DALAM ISLAM', *sport area* 1, no. 2 (2017): 61–69.

⁶ Samin, 'KEMANDIRIAN BELAJAR BAGI PEMBELAJAR BAHASA ARAB DI TINGKAT PERGURUAN TINGGI ERA 4.0'.

⁷ Lucas M. Jenő 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.

⁹ Krista R. Muis, 'The Role of Epistemic Beliefs in Self-Regulated Learning', *Educational Psychologist* 42, no. 3 (2007): 173–190.

¹⁰ Samin, 'KEMANDIRIAN BELAJAR BAGI PEMBELAJAR BAHASA ARAB DI TINGKAT PERGURUAN TINGGI DI ERA 4.0'.

¹¹ Kana Hidayati and Endang Listyani, 'Pengembangan Instrumen Kemandirian Belajar Mahasiswa', *Jurnal Penelitian dan Evaluasi Pendidikan* 14, no. 1 (2010).

¹² Hiryanto, 'PEDAGOGI, ANDRAGOGI DAN HEUTAGOGI SERTA IMPLIKASINYA DALAM PEMBERDAYAAN MASYARAKAT', *Dinamika Pendidikan* XXII, no. 01 (2017): 65–71.

(metacognitive skills)¹³. Here are some indicators of independence in language learning put forward by Johnson in Asrori, namely (1) having the willingness and courage to guess/guess the meaning, (2) have a strong will to practice 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 speech¹⁴.

SRL is a prerequisite for successful students. Independent students will be responsible for their abilities, results, and learning process. Independent students creatively try to develop methods, actions, techniques, and learning activities without waiting for instructions from lecturers and teachers¹⁵. Especially if we refer to the 13 main 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 thinking¹⁶. Meanwhile, according to Fauzia in an article written in online media, 10 types of skills will be needed in 2022, namely: (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 difficult 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 skills¹⁷.

Moodle is an open-source Learning Management System (LMS) that can be obtained freely through <http://moodle.org> which can be used to develop e-learning systems. A study conducted by Darmawan¹⁸ 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.

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 opinions¹⁹. Meanwhile, in research, Soraya Fatmawati stated that discussion forums on Moodle e-learning

¹³ Muhammad Ridha, 'Heutagogi Dan Arah Pendidikan 4.0 Kita', last modified 2018, accessed June 24, 2019, <https://tinyurl.com/yms4ts9>.

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

¹⁵ Ibid.

¹⁶ Kemenristekdikti, '12 MBANGUN INDONESIA DENGAN TENAGA KERJA BERKUALITAS' (2018): 1-19.

¹⁷ Mutia Fauzia, "'Di Tahun 2022, 'Skill' Apa Saja Yang Paling Dibutuhkan Untuk Bekerja?'"', *Www.Ekomi.Kompas.Com*.

¹⁸ Agus Darmawan, 'Pemilihan Sistem Learning Management System (LMS) Metode AHP Menggunakan Criterium Decision Plus 3.0', *Faktor Exacta* 7, no. 3 (2014): 260-270.

¹⁹ Rob Hirschel, 'Moodle: Students' Perspectives on Forums, Glossaries and Quizzes', *The JALT CALL Journal* 8, no. 2 (2012): 95-112.

were able to increase student participation when compared to discussions that took place in conventional or classical classes face-to-face with an increase of 37%²⁰.

In this study, researchers analyzed and described the learning independence of Arabic Language Education students at Universitas Islam Riau (UIR) which consisted of 5 aspects, namely: discipline, confidence, motivation, initiative, responsibility.

METHOD

This study uses a descriptive method because it reveals current data based on the facts that were visible or as they were at the time the research was carried out²¹. 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 44 students of Arabic Language Education in semesters 4th and 6th of UIR. Collecting data in this study is by using a questionnaire. The questionnaire used in this study is a structured questionnaire with 17 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 5 aspects. The validity test 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 test used SPSS 20 with the Bivariate Pearson method. Pearson product correlation moment. And also test the reliability to see the extent to which the consistency of measuring instruments used, whether it can be maintained or not. To determine the quality of the results of the calculation of the percentage of the questionnaire, the measure of the percentage quality category was used as the standard proposed by Pophan and Sintronik.

RESULT AND DISCUSSION

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

Table.1 Total Item Statistic

No	Variable Aspects	Total Item Statistic		Information	
		rtable	rcount	Valid	Invalid
1	Confident aspect	0,374	0,000-0,002	3	2
2	Discipline aspect	0,374	0,000-0,041	4	1

²⁰ Soraya Fatmawati, 'Efektivitas Forum Diskusi Pada E-Learning Berbasis Moodle Untuk Meningkatkan Partisipasi Belajar', *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 9, no. 2 (2019).

²¹ Sugiyono, *Metode Penelitian Kualitatif Dan Kuantitatif Dan R&D* (Bandung: Alfabeta, 2014).

Table.3 The Percentage Result of The Indicator

No	Indicators	Aspects	Percentage
1	Moodle discussion forum makes me calm in arguing	Confidence	65%,70
2	I participate in conducting questions and providing answers/feedback from friends in the Moodle discussion forum.		
3	I deepened the material before discussing it		
4	I am responsible for the assigned task	Discipline	72%,20
5	I am enthusiastic and enthusiastic in the discussion		
6	I have a high commitment		
7	I can solve the difficulty in the Moodle discussion forum.		
8	I tend to give satisfying answers in Moodle discussion forums.	Initiative	55%,10
9	I responded to questions and tended to provide more answers.		
10	I have a desire to discover and research		
11	I carry out the discussion with flexibility.	Responsible	73%,10
12	I am energetic in accessing e-learning and conducting discussions.		
13	I believe in myself		
14	I have an obsession with achieving high presentation		
15	I overcame difficulties myself.	Motivation	63%,80
16	I take risks with great challenges.		
17	I am fluent in accessing and conducting discussions.		
	Average		65,98 %

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 shows that Arabic Language Education students are quite good in terms of (1) calm in discussions, (2) participate in providing questions and answers (3) deepen the material before discussing.

The discipline aspect in the discussion forum got a score of 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 shows that Arabic Language Education students are quite 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 got a score of 397 from the ideal score of 720 with a percentage of 55.1% which means it is in the poor category. This 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 researching, (4) being flexible and flexible in discussions.

The responsibility aspect in the discussion forum got a score of 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 shows that Arabic Language Education students are quite 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 got a score of 345 from the ideal score of 540 with a percentage of 63.8% which means that it is in the unfavorable category. This 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 average percentage for the five aspects of learning independence for students of Arabic Language Education at the Islamic University of Riau is 65.98% which means that it is in the fairly good category.

Analysis

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, namely by deepening the material before discussing to increase knowledge and trying to adapt to situations and roles. Students are quite confident in taking advantage of the Moodle discussion forum.

The manifestation of disciplinary aspects of Arabic Language Education students includes being able to be responsible for the assignment given, enthusiasm in discussions, having a high commitment, and being able to overcome difficulties faced when discussing. Arabic Language Education students are quite disciplined in discussing in the Moodle discussion forum.

The manifestation of aspects of the Arabic Language Education student initiative includes being able to provide satisfying answers, being able to provide more answers, wanting to research and find new material, and being able to have flexible discussions. However, in terms of the aspect of the initiative, Arabic Language Education students lacked initiative 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 quite responsible for discussing in the discussion forum.

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

CONCLUSION

Distance Education via E-learning is an inevitable alternative to the covid-19 pandemic, even though when viewed from the demands of IR 4.0 and the Heutagogical approach ⁷ the student learning process, the Covid-19 pandemic has changed people's behavior which 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, namely: discipline, self-confidence, motivation, initiative, and responsibility which 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 who are 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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