

CHAPTER

6

MOTIVATION AND SELF-REGULATED LEARNING STRATEGIES

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6.1 INTRODUCTION

The COVID-19 pandemic has been affecting education systems worldwide. Many universities were forced to shift most of their teaching and learning delivery methods due to the pandemic, as most teaching and learning activity occurs on the online learning platform. During the pandemic, face-to-face teaching has drastically changed to distance learning. Hence, educators and university students have been forced to adapt to the online learning environment. Since March 2020, Malaysian universities have been closed due to the mandatory movement control order implemented by the Malaysian Government to mitigate the spread of the coronavirus.

Before the COVID-19 pandemic, students mostly engaged in face-to-face classes and had ample opportunity to physically interact with their respective lecturers. During this period, most students stayed in campus residences, which enabled them to manage their study time effectively and the university programs they participated in. The pandemic, however, has changed this circumstance due to the travel

restrictions that forced many university students to resume their studies remotely (e.g., in their hometown), further exposing them to a higher likelihood of home or parental/family conflict issues. Moreover, studying remotely may provide minimal guidance between university students and lecturers.

Several factors can affect university students' motivation in learning, including goal ambiguity, self-potential, self-management, priority selection, environment selection, and peers' selection. Therefore, these factors might influence the emotions and behaviors of the students. From a teaching and learning perspective, motivation is crucial for students to expand their academic potential and performance. Being motivated to study will help students become more productive. However, due to the COVID-19 pandemic, students' motivation and learning might be affected, especially under low self-regulated learning, to maintain their academic performance. Self-regulated learning is one of the critical determinants of academic achievement. It directs a learner to be focused and set targets for academic achievement. Moreover, studies have suggested that students with higher levels of self-regulation are likely to perform better in their studies, procrastinate less, and have a low tendency to perform negative behavior.

6.2 SELF-REGULATED LEARNING

Self-regulated learning is a self-directed process by which learners transform their mental abilities into learning skills. It also refers to our ability to comprehend and control our learning environment. Besides that, self-regulated learning refers to a learner's ability to plan, execute, and evaluate learning. Furthermore, self-regulated learning is defined as a dynamic and repeated process that includes active interpretation of tasks, goal setting, making plans, identifying the strategies that will lead to success, and consistently monitoring and accommodating one's learning toward achieving goals.

In addition, students who apply self-regulated learning would help them achieve their goals. Also, it will help students to keep their motivation high

and achieve their objectives. As a result, their motivation is crucial in their study. Therefore, a strong supportive environment and connection also help the students to overcome obstacles and acquire self-regulation competency. According to Zimmerman (1990), self-regulated learning is defined as an active and flexible application of metacognitive learning strategies, inspirational learning motivation, and engaging in active self-monitoring, self-feedback, and self-regulation in their learning behavior based on determined learning objectives, performing self-analysis and self-evaluation.

6.2.1 Self-regulated Learning Strategies

Self-regulated learning has gotten more attention recently, whereby the importance of adopting self-regulated learning strategies has increased due to remote teaching and learning. Students' self-regulated learning strategies comprise three components, which are (1) Their employment of self-regulated learning procedures, (2) Their responsiveness to self-oriented input on learning efficacy, and finally (3) Their interdependent motivational processes. Academic self-regulated learning has focused on how students select, organize, or construct a beneficial learning environment for themselves and how they plan and manage their learning. Thus, self-regulated learning strategies are crucial in helping students succeed in their studies.

Besides, self-regulated learning classified into six sub-constructs, which are: (1) Task strategy, (2) Mood adjustment, (3) Self-evaluation, (4) Environmental structure, (5) Time management, and lastly, (6) Help-seeking. Also, several self-regulated learning models have comparable components and procedures. For example, according to Adam et al. (2017), earlier self-regulated learning models comprised three stages, which are (1) Preparation, (2) Performance, and (3) Assessment. In addition, several researchers have studied the influence of self-regulated learning components on other factors. For example, Maison and Syamsurizal (2019) have explored the links between learning settings, students' beliefs, and different aspects of self-regulated learning. Yet, Zeidner and Stoeger (2019) mentioned that only some works have considered all stages of self-regulated