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EXPLORING THE ROLE OF UNIVERSITY STUDENTS' ONLINE SELF-REGULATED LEARNING ACROSS DIFFERENT EPISTEMIC BELIEFS LEVELS

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ABSTRACT

Self-regulated learning is one of the keys of success in acquiring knowledge. Epistemic beliefs also play an important role on the self-regulated learning process. It affects students' achievements depend on each belief of knowledge and knowing. However, less attention given to the constructs on online learning environment. The main purpose of this research was to know the extent of EFL students' Online Self-regulated English Learning (OSEL) across the different level of Epistemic Beliefs. A total of 100 EFL students from Universitas Brawijaya were chosen randomly as the samples for this study. This survey study was adopting two questionnaires from Emaliana (2017) and Zheng et al. (2016) to gather the data. The result reports that there were from 81 students who have sophisticated epistemic beliefs, 54 students are having Advanced OSEL. It indicated that the extent of EFL students' OSEL across different epistemic beliefs levels are great. Unexpectedly, it was found that there are students who have Basic OSEL with sophisticated epistemic beliefs and vice versa. Accordingly, it is recommended for further researcher to investigate this unique case. By using a qualitative design, it might enable further researchers to get profound result.

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1. Research Background

In terms of international communication, most people in the world use English to interact one to another because it is the *lingua franca*. In Indonesia, people do not use English as a daily basis conversation for it is considered as a foreign language. Meaning that Indonesian learners are categorized as English Foreign Language Learners (EFL Learners). Therefore, Indonesian government put English as a part of Indonesian curriculum to enhance Indonesian learners in facing the globalization (Mappiase, 2014).

There are four skills that should be acquired, that are listening, reading, speaking, and writing. In acquiring those four skills, students have their own strategies and goals. Students will apply the most effective strategy for their learning processes (Emaliana & Rahmiati, 2019; Puspitasari et al., 2019). In the process of selecting the best strategy and goal, students have done what is called self-regulated learning (SRL). Students plan, control, and evaluate themselves (Pintrich, 2004; Kartika & Emaliana, 2016). Self-regulation can be viewed as the requisite discipline of the individual in their learning process (Rahmiati & Emaliana, 2019), whether this process takes place in an online or face-to-face environment (Barnard,

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2008). Self-regulated learning, however, can be a challenge for many students when it comes to a technology-mediated learning environment, especially in an online learning environment (Cho, 2013). Teachers, lecturers, or other educators often hold online learning through various media. For instance, through Google Classroom, web-based classes, or social media. In Indonesia, especially, there is a popular platform of online courses namely *Ruangguru*.

In the online learning environment, unfortunately, students' self-regulated learning have less attention. The development of self-regulated learning skills is particularly important (Saputra & Emaliana, 2016), as the online learning environment has been indicated as requiring students to employ more self-regulated learning skills. Even though students are asked to be autonomous learning, the role of the teacher remains important in their learning process (Emaliana, 2019). Besides, there is an important role that influences self-regulated learning, namely Epistemic Beliefs. It simply defines as the beliefs of students about knowledge and process of knowing (Ketabi, 2014). Hofer and Pintrich (1997) said that epistemic beliefs generate goals for learning. Epistemic beliefs might affect the standard students set for learning goals during the planning phase, which also influence until the rest of the learning cycle (Rahmiati et al., 2019). That is why it is important to know students' epistemic beliefs. It divided into several levels. In Emaliana's (2017) research, epistemic beliefs divided into two levels, which are simple and sophisticated. When teacher or lecturer know their students' level of epistemic beliefs, then, they can determine strategies, materials, and learning media that are appropriate for their students. Some research about self-regulated learning has been conducted. Several previous studies conducted research on students' self-regulated learning in searching academic information in online environment (Lee, 2011; Chiu, 2013). Zheng (2016) conducted research about the relationship between students' conception of language learning and their online self-regulation. Several researchers have conducted research on the relationship between self-regulated learning and epistemic beliefs. In 2010, Muis and Franco probed the relationship between epistemic beliefs and metacognitive self-regulation while Strømsø and Bråten (2010) examined the relationships between epistemic beliefs about the Internet and self-regulated learning in web-based situations. Richter and Schmid (2010) illustrated the mechanisms by which epistemic beliefs affect self-regulated learning. However, none of those researches has researched the extent of students' online self-regulated learning based on the different level of epistemic beliefs. As mentioned above, students' epistemic beliefs could influence students' learning process. As Emaliana (2017) said, epistemic beliefs will affect students' achievement in learning depend on each belief of knowledge and knowing. Therefore, by knowing students online self-regulation based on each belief, teacher or lecturer could possibly direct the atmosphere of learning that makes students "sophisticated".

2. Methods

It is descriptive quantitative research. The purpose was to find out the number of students' OSEL and their Epistemic Beliefs. In order to understanding the phenomenon, this research was written descriptively. The population was Indonesian EFL Learners. From that population, researcher determined to study the students of English Language Education Program (ELEP) in Universitas Brawijaya as the target population. Due to the feasibility, the sample of this study was 100 ELEP students of Universitas Brawijaya. The data was collected from two questionnaires about Online Self-regulated English Learning from Zheng et al. (2016) and EFL Epistemic Beliefs from Emaliana (2017).

The procedures of the research conducted as follow:

1. Planning. In this research, the researcher came up with a research question of what extent the epistemic beliefs of higher education students' self-regulated in learning English is. Besides, the researcher planned all of the requirements, such as instruments that used and participants that were going to be involved.
2. Defining the population. The researcher chose Indonesian EFL learners as the population. Then, researcher specified the target population to English Language Education Program students of Universitas Brawijaya. The considerations were because English is the major lesson of their study and because of the feasibility and accessibility.
3. The researcher needs to have a sample of the population. There was 100 of English Education Department students that have been surveyed.

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4. Composed the valid instruments. There were two questionnaires that has been adopted from Zheng et al. (2016) and Emaliana (2017).
5. Collecting the data. The researcher collected the data as follow:

1) Make an appointment with the lecturers in the class of students who are the subject of research.

The researcher made an appointment with the lecturers to distribute questionnaires. It was conducted during their class time which only took 10 – 20 minutes.

2) Explaining the students about the questionnaire and how to do it.

The researcher explained the purpose of the questionnaires and how they have to do with that. The questionnaires consisted of 10 questions about OSEL and 35 questions about EFL Epistemic Beliefs. The students fulfilled the questionnaires one by one.

3) Taking the result

After all of the students filled the questionnaires, the researcher took the result to be analyzed.

6. Analyzing the data. After the data has been gathered, the researcher analyzed the data using Microsoft Excel. Firstly, the researcher coded the answers, YES has a value of one while the NO has a value of zero. Then, the scores of each participant were calculated with IF function formula in Microsoft Excel. Afterward, the researcher analyzed the result of the data by classifying the OSEL result in Basic or Advance online self-regulated learning and analyze the epistemic beliefs result in Simple or Sophisticated epistemic beliefs. The result revealed as students' OSEL on each type of epistemic beliefs.

3. Results

- **EFL Online Self-regulated English Learning**

In calculating the data, researcher used Microsoft Excel to get the total of which students have basic and advanced OSEL. To divide which students is basic or advanced OSEL, researcher used IF Function that combined with logical function AND. Before the researcher categorized the data, she inputted the scores of the filled questionnaire. From the data, it can be seen what the total score of their questionnaire is. Then, the researcher categorized by using the formula above. Students who have a total score 1-5 are those who have Basic OSEL. While those who have a total score of 6-10 indicate that, they have Advanced OSEL.

Table 1 Categorization of EFL OSEL

CATEGORY	N	Percentage (%)
Basic	38	38%
Advanced	62	62%
TOTAL	100	100%

Table 2 Basic OSEL Students Responses

FACTOR	NO.	QUESTIONS	Participants	N
Goal Setting	1.	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when I learn the English course online.	38	0.2105263
Environment Structuring	2.	I find a comfortable place for learning English online.		0.6315789
Task Strategies and Time Management	3.	I read aloud the English instructional materials posted online to fight against distractions.		0.3684211
	4.	I prepare my questions before learning instructional materials online.		0.2631579
	5.	I try to schedule the same time every day or week to learn English online, and I observe the schedule.		0.1052632
Help Seeking	6.	I find someone who is knowledgeable in online English language learning so		0.4473684

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		that I can consult with him or her when I need help.		
	7	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.		0.2631579
	8.	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.		0.3421053
Self-evaluation	9.	I communicate with my classmates to find out how I am doing with my online English learning.		0.2894737
	10.	I communicate with my classmates to find out what I am learning that is different from what they are learning.		0.4736842

Table 3 Advanced OSEL Students Responses

FACTOR	NO.	QUESTIONS	Participants	N
Goal Setting	1.	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when I learn the English course online.	62	0.629032258
Environment Structuring	2.	I find a comfortable place for learning English online.		0.822580645
Task Strategies and Time Management	3.	I read aloud the English instructional materials posted online to fight against distractions.		0.677419355
	4.	I prepare my questions before learning instructional materials online.		0.483870968
	5.	I try to schedule the same time every day or week to learn English online, and I observe the schedule.		0.467741935
Help Seeking	6.	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.		0.806451613
	7	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.		0.709677419
	8.	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.		0.806451613
Self-evaluation	9.	I communicate with my classmates to find out how I am doing with my online English learning.		0.8548387 1
	10.	I communicate with my classmates to find out what I am learning that is different from what they are learning.		0.903225806

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As can be seen in table 1, most participants have Advanced OSEL. It shows that 38 students have Basic OSEL and 62 students have Advanced OSEL. Researcher provides the mean score of each question items for Basic OSEL students and Advanced OSEL in table 4.2 and 4.3. The table shows a comparison of responses from students who have Basic OSEL and Advanced OSEL. As can be seen, the mean score of Basic OSEL responses are under 0,65 while Advanced OSEL responses have mean score above 0,65. Clearly, Advanced OSEL students have higher mean score than Basic OSEL students.

- **EFL Epistemic Beliefs**

Table 4 Categorization of EFL Epistemic Beliefs Level

CATEGORY	N	Percentage (%)
Simple	19	19%
Sophisticated	81	81%
TOTAL	100	100%

Same as the OSEL variable, researcher here used IF function combined with AND formula. Among 100 valid participants, it is discovered that 81% of them are higher achiever or sophisticated. Meanwhile, 19% of the participants have simple epistemic beliefs. It can be said that almost all participants have the idea that English is a language that must be learned, and it has become a necessity to learn it. Moreover, their way of learning target language is more flexible than those who have simple epistemic beliefs.

EFL OSEL based on Epistemic Beliefs Levels
The researcher classified the results of each questionnaire. Table 5 shows the number of students who have simple and sophisticated epistemic beliefs in the Basic OSEL and Advanced OSEL categories.

Table 5 Categorization of Basic OSEL and Epistemic Beliefs

		N	%
Basic OSEL (38)	**with Simple EB**	**11**	**28.95%**
	with Sophisticated EB	**27**	**71.05%**
Advanced OSEL (62)	**with Simple EB**	**8**	**12.9%**
	with Sophisticated EB	**54**	**87.1%**

Table 5 shows the percentage of simple and sophisticated epistemic beliefs in OSEL categories. The calculation is obtained by firstly dividing any group of students who have basic OSEL and advanced OSEL and simple and sophisticated epistemic beliefs. Then, the researchers categorized it again. It is found that from 38 Basic OSEL students, 28.95% of them have simple epistemic beliefs and 71.05% have sophisticated epistemic beliefs. While, from 62 Advanced OSEL students, there are 12.9% of them are simple and 87.1% sophisticated.

4. Discussion

The current study investigated the extent of English Education Department students online self-regulated English learning based on their different level of epistemic beliefs. Firstly, from the OSEL questionnaire, it was found that more than 50% of the participants are having Advanced OSEL. 38% of them are having Basic OSEL and 62% are having Advanced OSEL. In goal setting factor (item 1), it shows that the mean score for Basic OSEL responses is 0,21 which means that students tend to not set their goal in the learning process. Unlike the response in Advance OSEL, the gap of the mean score is quite far 0,63. It indicates that in the learning process, setting a goal is a necessity for the students. In environment structuring factor (item 2), both Basic and Advanced OSEL students agree that they need a good and comfortable learning atmosphere. In item 3-5, task strategies and time management factor, Advanced OSEL students are do manage their time and adjust their learning strategy, while Basic OSEL students are not. Likewise, Advanced OSEL students have a tendency to seek help and communicate with peers or lecturers to evaluate and monitor their learning (item 6-10). For EFL Epistemic Beliefs questionnaire, unexpectedly the result of the study shows that 81% of students are sophisticated. For them, learning English is such a necessity. They believe that English is dynamic. It is not something inherited, but people need to work hard if they want to master the language. When people try to learn it, they will improve their skill over time. Students also believe that everyone can learn English from the

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beginning, no matter what age, gender, or even their background (item 24-25). Students with sophisticated epistemic beliefs have an orientation of process. They do not feel shame to make mistakes and will keep practicing.

Oppositely, students with simple epistemic beliefs believe that learning EFL is static. They gave positive responses to the omniscient authority dimension. Meaning that they agree if learning comes from authority. The orientation of simple epistemic beliefs students is the product, no matter how the process they pass. Fortunately, it was found that only 19% of the participants have simple epistemic beliefs.

In result, the participants of this study are having Advanced OSEL with sophisticated epistemic beliefs. As in table 4.6, 54 students have it. It means that students with sophisticated epistemic beliefs have more effort on their learning process. Moreover, students take action to monitor their online learning processes for course-related purposes, use applicable strategies to gather relevant online resources, and evaluate their learning outcomes. In line with Franco (2012) and Emaliana et al. (2019), that higher epistemic belief is associated with more learning processes and outcomes than lower ones. As mentioned above, in the learning process, Advanced OSEL students communicate with their peers, confirmed by Emaliana (2017), sophisticated students who possess these characters. Likewise, students with Basic OSEL are students who have simple epistemic beliefs. As shown in table 4.5, from 19 simple epistemic beliefs students, 11 of them are having Basic OSEL. Explained by Cheng (2013), students with low-level SRL only express their preparation in terms of goal setting and planning for their tasks, whereas those with high-level SRL exhibit practical actions of supervising, regulating and evaluating their learning processes and outcomes.

Other than that, it was found that there were 27 students with sophisticated epistemological beliefs that having Basic OSEL. Students here have such a positive view or belief in English learning but they have less effort or even did not performing self-regulated learning. In line with Chiu (2013) and Emaliana et al. (2018) findings, students with certain sophisticated epistemic beliefs did not possess tendencies to undertake self-regulated learning in Internet-based environments.

5. Conclusion

As the results revealed, it can be concluded ELEP students' show great extent on OSEL across the different level of Epistemic Beliefs. It shows that the participants are mostly having Advanced OSEL with sophisticated epistemic beliefs (54 students). Intriguingly, the findings show that apparently there are students who have Advanced OSEL with Simple Epistemic Beliefs, and vice versa, there are students who have Basic OSEL with Sophisticate Epistemic Beliefs.

Through these results, it stated that students' epistemic beliefs influence their learning processes in the online environment. The important role of the teacher in creating a sophisticated learning atmosphere is very important. By using the applicable teaching strategies and media, it might trigger the students to activate their self-regulatory more. Meanwhile, with the use of technology, for instance, the internet, students should be able to be more independent and expected to have wide views in English learning. Nevertheless, in reality, there are still students who are not aware of it.

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