

FACTORS OF SUCCESSFUL ONLINE LEARNING: SELF-REGULATED LEARNING PERSPECTIVE

by Muh Nur Wangid, Isti Yuni Purwanti, Sugiyanto, Chici Pratiwi

ABSTRACT

This research departs from the existence of several theories that mention factors such as self-regulated learning as important predictor variables of academic achievement in online learning. The purpose of this research is to determine the success factors of online learning in the perspective of Self-Regulated Learning.

The research method uses quantitative research and the type is correlation research. The sampling technique used was the Krejcie table with a degree of confidence of 90% and the number of students obtained was 500 students from the student population of UNY (7 faculties). The data collection technique was carried out through survey techniques using google-form, while the learning outcomes data were obtained from the results of the final semester exams. The data collection of self-regulated learning variables was carried out using a self-regulated online learning questionnaire (SOL-Q) scale. Analysis of the data using multiple regression techniques (simultaneous multiple regression) to determine the magnitude of the correlation of each sub-variable to academic achievement, and simultaneously to the dependent variable of academic achievement. Testing research data using the SPSS 25 application program.

The results of linear regression analysis, obtained a correlation coefficient (R) of = 0.466; $R^2 = 0.217$ Fregression = 138.302 with p-value = 0.000. It turns out that $p < 0.05$ and the direction is positive; it is stated that there is a significant positive effect of online self-regulating learning on the cumulative achievement index of UNY students. The results of multiple regression analysis, obtained multiple correlation coefficient (R) of = 0.469; $R^2 = 0.220$ Fregression = 23,149 with $p = 0.001$. It turns out that $p < 0.05$ and the direction is positive; it is stated that there is a significant positive effect of self-regulated online learning factors (goal setting, environment structuring, task strategies, time management, help-seeking and self-evaluation) together on the cumulative achievement index of UNY students.

Kata Kunci: *self regulated learning, students*