

## Interplay of Self-Regulated Learning and Lecturer Satisfaction: Insights from an Online Learning Study

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### ABSTRACT

This research explores self-regulated learning (SRL) and student satisfaction with lecturers in an online learning environment. This research aims to reveal how these factors influence and influence each other, thereby contributing to a broader understanding of the dynamics of education in the digital environment. This study analyzed responses from 160 students at one institution, using Spearman's rho and Kendall's tau<sub>b</sub> to measure the correlation between SRL and lecturer satisfaction. The results indicated a weak but statistically significant positive correlation between SRL and student satisfaction, indicating a distinct but important relationship. Although SRL shows a positive impact on satisfaction levels, the strength of the effect is small. These findings highlight the complex nature of student-faculty interactions in online learning and the role of self-regulation in shaping these perceptions. This study concludes that although a basic understanding of the relationship between SRL and lecturer satisfaction in online learning exists, further research is needed. Future research should aim for more diverse methodologies and broader sampling to increase the generalizability and depth of findings. This research underscores the need for educational strategies that support the development of SRL, which can improve student satisfaction and the overall learning experience in online learning, especially in the tertiary setting.

**Keywords:** self-regulated learning, Student Satisfaction, Online Education

### INTRODUCTION

Higher education is increasingly dependent on digital technology in the post-pandemic era, especially in university learning environments (Núñez-Canal et al., 2022; Rapanta et al., 2021). Although accelerated by global circumstances, this shift signals a substantial transformation in pedagogical approaches and the dynamics of student-teacher interactions (Akour & Alenezi, 2022). The rise of digital technology is redefining the delivery of education and shaping new forms of student engagement (Falloon, 2020). Universities worldwide, serving diverse students and faculty, have adopted digital classrooms and virtual interactions as an integral component of their teaching methodology. Many institutions have even instituted distance learning, establishing most course delivery through online platforms, indicating a long-term impact on educational practices. Including UIN Malang, which provides a 30% portion of distance learning

This transformative shift, while progressive, presents several challenges. Both students and lecturers face problems such as decreased motivation (Agustina & Kurniawan, 2020), decreased learning outcomes (Hartini, 2020), academic stress (Andiarna & Kusumawati, 2020), and technological obstacles (Haqien & Rahman, 2020). These challenges raise critical questions regarding the effectiveness of distance teaching methods. At the heart of this challenge lies the concept of 'self-directed learning', an essential element in managing the intricacies of online education (Nyman, 2023). These concepts, which include motivation, influence, and social context, play an important role in students' academic success in virtual learning environments (Alghamdi et al., 2020; Schunk & DiBenedetto, 2020).

This research explores the relationship between self-directed learning and student satisfaction with lecturer performance in the distance learning context. This exploration is important because it highlights the complex dynamics of contemporary education, where self-regulation is key to academic achievement. This study aims to reveal how variations in self-directed learning among students correlate with their perceptions of individual lecturer effectiveness and overall academic success. The insights from this research are valuable for educational institutions that aim to maintain the quality of their graduates and assess the correlation between students' independent learning skills and their satisfaction with their lecturers.

In addition, this research seeks to contribute to existing scientific work by providing a new perspective on the dynamics between student self-regulation and lecturer performance in the distance learning context. This topic, which has become increasingly relevant recently, offers an opportunity to reevaluate traditional educational models and adapt to the ever-growing demands of the digital era.

## **METHOD**

This study, adopting a quantitative, descriptive correlational approach, aimed to examine the relationship between student satisfaction with lecturers and self-regulated learning among 938 PAI students at UIN Malang, with a randomly selected sample of 150 participants using Slovin's formula at a 0.05 significance level. Data was gathered through a Likert-scale questionnaire, including favourable and unfavourable statements, scored from 1 to 4. Content validity was established via professional judgment, and reliability was assessed using Cronbach's Alpha, with an alpha coefficient threshold of 0.600. The primary analysis methods were the correlation product moment and t-test. This methodology, while focused on a single institution and relying on self-reported data, offers insights into the dynamics of student satisfaction in a distance learning environment.

## **RESULT AND DISCUSSION**

### **Decoding Self-Regulated Learning in Online Education: Assessing Key Components and Student Engagement Strategies**

This research delved into the critical aspect of Self-Regulated Learning (SRL) among students, particularly in online learning environments. Understanding SRL in this context is pivotal as it directly influences students' ability to adapt and succeed in remote learning

setups, which have become increasingly prevalent. The study assessed various components of SRL, including Learning Goal Orientation, Task Value, Self-Efficacy, and Self-Regulated behaviours.

The first aspect, Learning Goal Orientation, involves students setting and pursuing their learning objectives. The findings revealed interesting patterns. A notable number of students, specifically 78 respondents, reported frequently dedicating at least an hour to review lecture materials post-class. This dedication to revisiting and reinforcing learned content is a key indicator of a strong learning goal orientation. It highlights a commitment to understanding and mastering the course material beyond the immediate classroom engagement.

Task Value, another critical component of SRL, reflects students' importance on academic tasks about their learning objectives and future goals. In this study, a significant % of respondents, numbering 98, strongly agreed on the importance of achieving good grades in their assignments. This high regard for academic performance underscores the value students place on their assigned tasks, recognizing them as integral to their educational development and success.

Self-efficacy, concerning students' belief in their capabilities to execute behaviours necessary to produce specific performance attainments, also formed an essential part of this study. An impressive 113 respondents frequently felt confident about their answers in quizzes, indicating a high level of self-belief in their academic capabilities. This confidence is a crucial component of SRL, as it drives students to engage more deeply with the learning material and face academic challenges with a positive mindset.

The study also focused on Self-Regulated behaviours involving students' active participation in their learning process through various strategies. The data showed that 95 respondents often made concerted efforts to understand all lecture materials thoroughly. This behaviour indicates proactive engagement and a strategic approach to learning, fundamental elements of effective self-regulation.

In conclusion, this research's findings on Self-Regulated Learning highlight how students engage with and manage their learning experiences in online settings. The insights drawn from Learning Goal Orientation, Task Value, Self-Efficacy, and Self-Regulated behaviours provide a comprehensive understanding of the students' approaches to learning. These aspects are crucial in shaping educational strategies and interventions to enhance student learning experiences, especially in the increasingly digitalized world of education.

### **Assessing Student Satisfaction with Lecturer Competencies in Online Learning: A Comprehensive Survey Analysis**

The survey conducted as part of this study aimed to gauge student satisfaction with their lecturers across various competencies. This aspect of the research was crucial in understanding the dynamics of the educational environment, particularly in the context of online learning. Respondents provided their insights on various attributes, dividing their feedback into personality, pedagogical, professional, and social competencies categories.

In Personality Competence, students assessed traits such as the lecturer's authority, role-modelling in attitude and behaviour, and fairness. A significant 122 respondents perceived their lecturers as having very good personal authority, showcasing respect and esteem towards the lecturer's personality. Additionally, 118 students acknowledged the lecturers as exemplary in attitude and behaviour, illustrating lecturers' positive influence beyond academic teaching. Moreover, 108 respondents appreciated the fairness exhibited by their lecturers in treating colleagues, employees, and students, reflecting a respectful and equitable educational environment.

Under Pedagogical Competence, aspects like the lecturer's diligence in conducting lectures, mastery of educational media and technology, objectivity in assessments, and ability to guide students were evaluated. One hundred thirteen respondents rated their lecturers' diligence in teaching as very good, suggesting a strong commitment to the educational process. The survey also revealed 87 respondents were impressed with their lecturers' proficiency in using media and learning technologies, a crucial skill in modern education. Furthermore, the objectivity in student assessment and the ability to guide students effectively were also rated highly, with 105 and 112 respondents, respectively, acknowledging these attributes in their lecturers.

Regarding Professional Competence, students rated their lecturers on their ability to interrelate different fields or topics, stay updated with modern issues, and involve students in research or projects. One hundred one respondents felt their lecturers excelled in linking taught topics with other areas, demonstrating their depth and breadth of knowledge. In addition, 92 respondents appreciated their lecturers' up-to-date knowledge of current issues, indicating a commitment to staying relevant in their teaching. The involvement of students in research and projects was also well-received, with 65 respondents acknowledging their lecturers' efforts in this area.

The Social Competence of lecturers was assessed based on their ability to express opinions, accept criticism and opinions from others, and socialize among peers and students. The results showed that 109 respondents viewed their lecturers as very capable of expressing their opinions, indicating strong communication skills. Additionally, the ability to accept criticism and others' opinions was also positively rated, with 86 respondents recognizing this quality in their lecturers. The ease of socializing, a key factor in building a conducive learning environment, was also commended by 95 respondents.

The survey results comprehensively show student satisfaction with their lecturers across multiple competencies. The overwhelmingly positive responses across personality, pedagogical, professional, and social competencies reflect a strong appreciation of the lecturers' roles in shaping a productive and supportive learning environment. These findings underscore the importance of diverse lecturer competencies in enhancing student satisfaction and overall academic experience.

### **Analyzing the Correlation Between Self-Regulated Learning and Student Satisfaction: Insights from Spearman's Rho and Kendall's Tau<sub>b</sub> Statistical Tests**

Kendall's tau<sub>b</sub> correlation coefficient came out to be .139, a value that, while positive, indicates a relatively weak relationship between the two variables. This positive coefficient

suggests that an increase in self-regulated learning is associated with a rise in student satisfaction, but the strength of this association is modest. The significance level of .013, below the conventional alpha level of .05, indicates that this finding is statistically significant, meaning the observed relationship is likely not due to random chance.

Spearman's rho revealed a slightly stronger correlation of .190. Although this value still denotes a weak relationship, it is marginally more pronounced than what was observed in Kendall's tau\_b. It reinforces the finding that higher levels of SRL are associated with increased student satisfaction. The statistical significance of this result, with a p-value of .016, further confirms the reliability of the observed correlation.

The positive correlation in both tests implies a direct, though weak, relationship between students' self-regulation in their learning and their satisfaction with their lecturers. As students become more adept at managing their learning processes, they tend to perceive their lecturers more favourably. Despite the weak correlation, the statistical significance of these results cannot be understated. It suggests that there are underlying factors connecting SRL with student satisfaction. These factors include the student's ability to manage their studies effectively, which may lead to a more positive outlook on the teaching they receive.

The findings from this correlation analysis offer valuable perspectives for educators and academic institutions. They understand that self-regulated learning, although weakly correlated with student satisfaction, can guide the development of teaching methods and student support systems. It highlights the need for educational strategies that impart knowledge and foster self-regulatory skills, potentially enhancing overall student satisfaction and educational outcomes.

In summary, while the relationship between SRL and student satisfaction is not strongly pronounced, its existence and statistical significance provide important insights into the interplay between how students learn and perceive their educational environment.

### **Exploring the Dynamics of Self-Regulated Learning and Lecturer Competencies in Online Education: Implications for Student Satisfaction and Engagement**

This study's exploration into the realms of self-regulated learning (SRL) and student satisfaction with lecturers in online learning environments reveals multifaceted insights that hold significant implications for educational practices and future research.

The findings on SRL indicate that students exhibit a diverse range of self-regulatory behaviours, with a notable commitment to revisiting and comprehending lecture materials. The positive association between learning goal orientation and task value highlights the importance of intrinsic motivation and the perceived relevance of academic tasks in online learning settings. It is consistent with Zimmerman's (Zimmerman, 1989) theory, which posits that self-regulatory processes are crucial for academic success. The high level of self-efficacy observed among students aligns with Bandura's (Bandura, 1976) assertion that self-efficacy beliefs significantly influence learners' approaches to challenging tasks.

The overwhelmingly positive student responses regarding lecturer competencies across personal, pedagogical, professional, and social domains underscore the multi-

dimensional nature of effective teaching. These findings resonate with the work of Hattie (Hattie, 2003), who identifies teacher quality as a key determinant of student achievement. The emphasis on lecturers' pedagogical skills and ability to interrelate different topics reflects contemporary educational theories advocating for a holistic and interconnected approach to teaching (Peschl et al., 2021).

The established correlation, though weak, between SRL and student satisfaction with lecturers is of particular interest. It suggests a nuanced interaction where students' self-management in learning slightly influences their perceptions and satisfaction with their educators. This relationship is critical in understanding student experiences in online learning environments and aligns with Tinto's (Tight, 2020) model of student retention, which emphasizes the role of student engagement in educational satisfaction.

The implications of these findings for online learning are substantial. They suggest a need for educational strategies that deliver content and support the development of SRL skills. As online education continues to evolve, incorporating instructional designs that foster self-regulation could enhance student engagement and satisfaction, as suggested by Moore's theory of transactional distance (Loose & Ryan, 2020).

While the study offers valuable insights, it has limitations. The weak correlation between SRL and lecturer satisfaction warrants cautious interpretation and suggests potential areas for further research. Future studies could explore this relationship in different educational settings or investigate other factors influencing this dynamic, such as technological proficiency or course design.

In conclusion, this study contributes to the growing literature on online education by highlighting the importance of SRL and multifaceted lecturer competencies in shaping student satisfaction. The findings underscore the need for holistic educational approaches that consider content delivery and developing key student skills. As the landscape of higher education continues to evolve, particularly in the context of online learning, these insights become increasingly relevant for educators, administrators, and policymakers.

### **Beyond the Current Scope: Addressing Limitations and Charting Future Research Directions in Online Learning**

While providing valuable insights into self-regulated learning (SRL) and student satisfaction with lecturers in online learning environments, this research has limitations that need acknowledgement. First, the study's reliance on self-reported data can introduce biases, as individual perceptions and current emotions may influence responses. Secondly, the sample, drawn from a single institution, may not represent the broader student population's experiences in online learning, limiting the generalizability of the findings. The weak correlation between SRL and lecturer satisfaction, though statistically significant, suggests that other unexplored variables may impact this relationship.

Several suggestions for future research can be proposed to build on the findings of this study and address its limitations. Future studies could employ a mixed-methods approach, combining quantitative surveys with qualitative interviews or focus groups. It would provide a more nuanced understanding of the relationship between SRL and student satisfaction, capturing deeper insights that self-reported surveys may miss.

Expanding the sample to include multiple institutions, possibly with diverse demographic backgrounds, would enhance the findings' generalizability. This broader scope could reveal variations in the relationship between SRL and lecturer satisfaction across different educational contexts or disciplines.

Further research could explore factors influencing the relationship between SRL and student satisfaction. For instance, examining the role of technological proficiency, course design, and instructor-student interaction quality could provide a more comprehensive view of the dynamics in online learning environments.

Longitudinal studies could offer insights into how students' perceptions of their lecturers and self-regulated learning skills evolve. Such research would be valuable in understanding the long-term impact of these variables on academic success and satisfaction.

Another potential research direction is investigating the causality in the relationship between SRL and lecturer satisfaction. While the current study establishes a correlation, understanding whether and how one influences the other would require experimental or quasi-experimental designs.

Lastly, future research could explore intervention strategies that enhance SRL skills and examine their effects on student satisfaction and overall academic achievement. Such studies would be instrumental in guiding the development of pedagogical strategies and educational policies.

In summary, while the current study lays a foundational understanding of the relationship between SRL and lecturer satisfaction in online learning, these suggestions for future research underscore the need for a broader, more nuanced exploration of this field. Addressing these research gaps would significantly contribute to the literature on online education and inform effective educational practices.

## **CONCLUSION**

This study's investigation into self-regulated learning (SRL) and student satisfaction with lecturers in online learning environments highlights the nuanced interplay between these variables, albeit within the constraints of its methodology. The reliance on self-reported data from a single institution, while providing valuable initial insights, points to the need for a broader, more diverse sample to enhance the findings' generalizability and to mitigate potential biases. The observed weak yet statistically significant correlation between SRL and lecturer satisfaction underscores the complexity of these relationships in online educational settings.

Therefore, future research should address these limitations through diversified methodologies and samples. Incorporating mixed-methods approaches, longitudinal studies, and experimental designs would provide a more comprehensive understanding of how SRL impacts student satisfaction and vice versa. Furthermore, exploring broader contexts across multiple institutions and diverse demographics could reveal more about the dynamics of online learning and the role of lecturer competencies and student self-regulation in shaping educational outcomes.

In summary, while this study lays important groundwork for understanding the relationship between SRL and lecturer satisfaction in online learning, it opens avenues for further research. These future studies can significantly contribute to the evolving field of online education, informing effective pedagogical strategies and enhancing student learning experiences and satisfaction in digital learning environments.

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