

## Self-regulated Learning among Undergraduate College Students with Parental Divorce

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### ABSTRACT

**Background:** parental divorce can cause psychological problem and disturbances in communication that have an impact on the student learning process. Thus, good self-regulation in the learning process is needed to keep students focused on achieving learning goals.

**Purpose:** this study aims to identify the self-regulation of undergraduate college students who experienced parental divorce.

**Methods:** quantitative descriptive study was conducted in this study by using accidental sampling technique with a response rate of 34.65% (n=113) via online survey. Data was collected using the Self-Regulated in Online Learning Questionnaire (SOL-Q) and analyzed using univariate descriptive analysis.

**Results:** the results showed that 52.2% of students with divorced parents had high self-regulation in learning and 47.8% of students had low self-regulation in learning. On the other hand, some of the students with parental divorce issues were in the low category on several aspects such as metacognitive skills (51.3%), persistence (52.2%), environmental management (49.6%), and seeking help (47.8%); and more than one third of respondents (38.1%) are also in the low category on the time management component.

**Conclusion:** this study shows that respondents with high and low self-regulated learning are almost in equal proportion. The nursing profession can contribute to various collaborative efforts to improve student self-regulation in learning to improve students' psychological well-being and optimize their learning outcomes while studying in college.

### Keywords:

Undergraduate students; parental divorce; self-regulated learning.

## BACKGROUND

The prevalence of divorce in Indonesia tends to be high and continues to increase every year. The data center notes that the increase in the divorce rate in Indonesia has occurred for 3 consecutive years in 2016-2018 with an average increase of 3% annually (Badan Pusat Statistik [BPS], 2015; Kementerian Agama RI, 2017). The two main factors that play a role in this phenomenon are internal factors (egocentrism, disharmony in husband-and-wife relationships, and differences in life principles) and external factors (negative associations, infidelity, domestic violence, and social support) (Ariani, 2019); Sari et al., 2015). Divorce does not only have a negative impact on husband and wife, but also affects the lives of children. Hanifa and Joeiani (2016) explain that children with divorced parents tend to withdraw and behave unfriendly with their families and environment which can ultimately affect their lives up to 10 or 15 years later. Based on the previous explanation, parental divorce does not only affect parent's lives but has the potential to cause negative impacts even when the child reaches adulthood.

College students with divorced parent are prone to experience problems during their early adulthood stage of growth and development due to inadequate fulfillment of basic social needs. Basic social needs such as affection, family, and relationships are included in basic human needs based on the theory of the hierarchy of basic human needs according to Maslow (Jerome, 2013). Consequently, they tend to have different perceptions about love and marriage and find it difficult to express their own feelings (Shimkowski et al., 2017; Dermawan & Sutarjo, 2011). Other negative impacts that may occur on students with divorced parent are emotional distress (internalizing disorders) and behavioral problems (externalizing disorders) such as anger, hatred, anxiety, and depression (Hetherington & Elmore, 2005). This condition will certainly disrupt the learning process undertaken by students. Separation of parents can cause guilt, stress, and decreased motivation to learn (Nusinovici et al., 2018). According to research Untari et al. (2018), as many as 66% of 30 students experienced the negative impact of parental divorce which resulted in a decrease in academic performance (Untari et al., 2018). Thus, students with parental divorce tend to experience problems in their learning process.

Self-regulation skills can be very useful for improving student learning outcomes. According to Zimmerman (2008) self-regulation in learning is an individual's learning ability in obtaining academic skills through several steps such as goals setting, learning strategies, and self-study monitoring. Several previous studies have shown that someone who has high self-regulation ability will be able to achieve good academic performance and become a successful student (Jakešová et al., 2015; Khaliq & Alsa, 2015; Rachmah, 2015). This ability can also encourage students to improve student achievement amid a lot of pressure (Rachmah, 2015). This is in line with Zimmerman and Pons which state that students with good achievements have higher regulation than students with low achievements (Khaliq & Alsa, 2015). Therefore, the higher a person's self-regulation ability, the better the learning performance can be achieved.

Research on students with divorced parent has been carried out by several previous researchers. The results of the research by Dewi et al. (2019) regarding the coping mechanism carried out on students at the Faculty of Health, Padjadjaran University with parental divorce, 91.67% of the 84 samples used the Emotion Focused Coping (EFC) coping mechanism or chose to avoid the problems they faced by letting the problem interfere and back away from the situation in the absence of hope. The results of another

study with similar respondent criteria showed that as many as 17 students had very low resilience and 14 low resilience students from 99 research respondents at the Islamic University of Indonesia (Fatmawati, 2018). Based on these findings, most of the students with divorced parents were identified using coping mechanisms that still focused on emotions and a small portion still had low resilience. This condition is known to influence self-regulation in learning from students. Hence, it is important to know self-regulation in learning in students with divorced parents because problems due to parental divorce can have an impact on the student's learning process and ultimately affect their learning achievement.

## **OBJECTIVE**

This study aims to identify the self-regulation of undergraduate college students who experienced parental divorce.

## **METHODS**

Quantitative descriptive study was conducted in this study by using accidental sampling technique. The sample of this study was 113 students from an estimated 317 active undergraduate students (2017-2020) with divorced parents at Padjadjaran University. Data were collected on 24 June to 3 July 2021 through an online survey using Google Form. The level of self-regulation in the learning of students with parental divorce is assessed using the Self-Regulated in Online Learning Questionnaire (SOL-Q) which has been content tested and translated into Bahasa in prior studies (Sa'ban, 2019). The Self-Regulated in Online Learning Questionnaire (SOL-Q) originally consisted of 36 questions with 5 components of self-regulation in learning namely metacognitive skills, time management, environmental structuring, persistence, and help seeking. The respondent was asked to answer on a 7-point Likert scale ranging from "1-strongly disagree", "2-disagree", "3-disagree somewhat", "4-undecided", "5-agree somewhat", "6-agree", "7-strongly agree". Participants' self-regulation level was determined based on the average score on each component with an interpretation according to the initial questionnaire from Jansen, et al. (2017): low learning regulation ( $\leq 175.20$ ) and high learning regulation ( $>175.20$ ). The final construct test and the final reliability test were carried out by the researcher after data collection ( $n=113$ ). The results of the validity test using the Pearson correlation method show that the SOQ-L questionnaire is valid because it has a range of values (0.206-0.686) with an r-table value of 0.195 (significancy = 5%). The results of the reliability test also show that SOQ-L is reliable because it has a Cronbach's alpha value of 0.924 with a Cronbach's Alpha standard value of 0.60-0.90. Collected data from participant were coded by demographic status and analyzed using univariate descriptive analysis (frequency, percentage mean, and standard deviation). This research has obtained a research ethics permit from the ethics committee by letter number 487/UN6.KEP/EC/2021, and permission from the Director of Student Affairs and Alumni Relations of Universitas Padjadjaran by letter number 1343/UN6.1.3/KM.04.02/2021.

## RESULTS

A total of 113 students with parental divorce participated in this study. Participants in this study were dominated by women (61.1%) with ages between 18-21 years (late teens) (70.8%). The highest proportion of respondents who participated in this study came from the Faculty of Nursing (25.7%), the Faculty of Cultural Sciences (14.2%), and the Faculty of Mathematics and Natural Sciences (8.8%). More than half of the respondents live with their mother (52.9%). Then almost a third of respondents had the reason that their parents divorced because of infidelity (32.9%).

Table 1. shows that undergraduate students with divorced parents have almost equal high and low self-regulation in learning.

**Table 1.** Descriptive of major variables

Variable	Mean	SD	Frequency		Percentage (%)	
			High	Low	High	Low
Self-Regulated Learning	175.20	28.661	59	54	52.2	47.8

Table 2. shows that some of the students with parental divorce issues were in the low category on several aspects such as metacognitive skills, persistence, environmental management and seeking help and more than one third of respondents are also in the low category on the time management component.

**Table 2.** Frequency distribution of main variables components

Dimensions of Self-Regulation in Learning	Results	Frequency (f)	Percentage (%)
Metacognitive skills	High	55	48,7
	Low	58	51,3
Time management	High	70	61,9
	Low	43	38,1
Environmental management	High	57	50,4
	Low	56	49,6
Persistence	High	54	47,8
	Low	59	52,2
Seeking help	High	59	52,2
	Low	54	47,8

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## DISCUSSION

Students who have experienced parental divorce are more likely to experience various psychosocial problems which can ultimately have a negative impact on their academic performance. Self-regulation skills in learning can be useful to support their overall learning process optimally. The results of the study show that almost half of the participants have a low level of self-regulation in learning (47.8%). Based on the concept of self-regulation in learning (Zimmerman, 2008), these students are still not able to plan, evaluate, and monitor their own learning process. The barriers experienced by almost half of these participants can prevent them from obtaining optimal online learning goals as discussed by previous studies. The results of Sa'ban's research (2019) show that almost half of nursing students have low self-regulation of learning when participating in online learning (46%) (Sa'ban F. Z., 2019). Meanwhile, self-regulation in learning is very much needed by students because there is an increase in self-autonomy especially in online learning due to the lack of guidance from the teacher (Jansen et al., 2017). So that respondents still need to improve their self-regulation skills in learning to achieve an optimal learning process, especially during the online learning period.

Self-regulation in a student's learning can be influenced by several factors. As described by (Zimmerman, 2000), individual aspects, behavior, and environment are very influential factors. In this study, the condition of the individual can be seen from most of them are late teens (70.8%) who are in the transition period to early adulthood. This condition is also known as the "storm and stress" period which causes students to be unstable in dealing with life problems which can affect individual goals (Hurlock, 1991; Sudirjo & Alif, 2018). Moreover, the condition of parental divorce also has a negative impact on students which makes them less fortunate in dealing with life. This certainly affects the decline in cognitive skills, psychosocial well-being, and social relationships. In addition, parental divorce can also cause a worse effect on student welfare, especially in achieving learning goals (Amato & Keith, 1991, Zeratsion et al., 2014).

Conflict in divorce can trigger a worse impact on self-regulation in student learning. As reported by nearly a third of the respondents in this study (32.7%), their parents' divorce was the result of infidelity. One of the causes of infidelity is conflict. According to Killman and Thomas (Lestari, 2014), conflict is a condition of incompatibility between values or goals to be achieved, which can be seen from the individual himself or his relationship with other people. According to (Lestari, 2014), infidelity can cause children to experience shock, anger, anxiety, and even embarrassment with the environment in which they study. This condition can cause them to have low self-regulation in learning.

According to (Zimmerman, 2000) in Panadero, 2017, experience makes a person have the results of reflection from previous learning and allows them to set or choose learning goals that are appropriate for the new experience to be learned. In this study, more than a half of the respondents got the results of self-regulation in higher learning which was possible because of the experience they had participated in online learning implemented by Padjadjaran University in March 2020 so that they were able to set learning goals according to their conditions. Compared with research conducted by Kizilcec, Pérez-Sanagustín and Maldonado (2017) on 4,831 respondents who took 5 different course topics through the Spanish-language MOOC Coursera platform, high self-regulated learning was reported by all participants with an average time commitment 4.9 hours per week.

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There are many strategies for managing self-regulation in learning. According to Putra (2013), one of the efforts to manage self-regulation in learning is self-management which is a learning technique to manage, control, and evaluate each behavior responsibly and the ability to think in accordance with the learning objectives. Journal-based life skills counseling is one of the strategies that can be used in self-management in learning by practicing setting and formulate goals in the form of learning outcomes to be achieved (Esmaeilinasab, 2011). Group guidance with modeling techniques can also help provide examples of actions so that students are able to involve cognitive processes to adapt to the actions of others and be able to represent actions that will be taken in the future.

Psychology service unit at the faculty and university level, as well as students as peers play a role in helping and supporting undergraduate students with divorced parents to be able to manage self-regulation in learning to achieve their learning goals. Self-management training carried out by the faculty or rectorate can certainly help students to manage themselves independently. Psychological services at university or at the faculty level can provide counseling services to manage self-regulation in student learning. Students also must optimize these facilities to manage self-regulation in their studies. The other students can also provide support as well by being a role model in managing themselves during the learning process. It is hoped that this support and assistance will be able to help college students with divorced parents to be able to manage self-regulation in their studies.

## CONCLUSION

Both high and low self-regulation in learning in undergraduate students with parental divorce was found in almost the same proportion. Several factors that may affect the level of self-regulation in learning are the lack of evaluating the understanding of the material during the learning process, the difficulty of following the online learning schedule, the limited space to undergo the online learning process, the lack of encouragement when they lose interest in the learning process, unattractive learning materials, as well as a lack of persistence in seeking help from lecturers during learning. Hence, the synergy between universities, psychology service units at the faculty and university level, as well as students as peers is needed to manage self-regulation of college students with divorced parents to support their learning process.

This research also reflects the psychological readiness and conditions for fulfilling basic human needs, namely social needs for students in carrying out their learning process. Therefore, the nursing profession can contribute to various collaborative efforts to improve student self-regulation in learning to improve students' psychological well-being and optimize their learning outcomes while studying in college.

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