

## Self-regulated Learning: Watching Videos and Listening to Music while Studying Falls into Which Type of Self-regulation?

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### ABSTRACT

Many Many activities can be said to be self-regulated learning, but there are still many students who do not know whether the activities/habits they carry out during the learning process are included in self-regulated learning. Using interview techniques, 2 students studying at a university in Malang shared their habits during the learning process. Where one of them watched videos to relieve boredom while she studying. While other students also do the same thing, but sometimes apart from watching videos, they even listen to music. Therefore, this research discusses watching videos and listening to music as self-regulation learning. This research was also written to discuss watching videos and listening to music in which category of self-regulation? Self-monitoring, self-instruction, or self-reinforcement

**Keywords:** *self-regulation learning; self-instructions; self-reinforcement; watching videos; listening to music; learning process*

### INTRODUCTION

Self-regulated learning is a crucial framework within educational psychology that emphasizes learners' active participation in their own learning processes. Students often fail to achieve their learning goals because they do not organize themselves and thus miss several important things in learning. Self-regulation learning it self definitely varies between students; the most important thing is that self-regulation can encourage students to achieve their learning goals. Zimmerman's (2000) influential theory, self-regulation learning involves learners setting specific goals, strategically planning their approach to tasks, monitoring their progress, and adapting their strategies as needed to achieve optimal learning outcomes. The collection of literature on 'self-regulation learning strategies' refers to a set of categories of strategies or actions commonly carried out by students in independent learning that can help them achieve their learning goals (Apridayani & Teo, 2021). El-Adl and Alkharusi (2020) state, that to understand, monitor, and direct their own learning; self-regulation learners must have beliefs, motivational attitudes, and cognitive and metacognitive abilities.

Self-regulation involves three sequential phases: initial planning, active control during performance, and reflective evaluation, all considered within a social cognitive framework and associated beliefs (Zimmerman, 2000). According to Chen et al. (2020), self-regulation has three phases that continually repeat themselves during the learning process. The initial stage involves a self-regulated learner setting goals planning tasks based on their competencies, and assessing the feasibility of these goals. This phase is referred to as the planning phase. The next stage, the performance phase, includes the learner documenting their progress, modifying strategies as necessary and adjusting goals accordingly. The final stage, the completion phase, entails reflecting on the entire process, extracting lessons learned, and applying them to enhance future performance. Zimmerman and Pons (1986), assert that self-regulated learning relies on setting goals and plans, practicing and remembering, self-assessment, seeking help from others, self-rewards, tracking progress, arranging the environment, and reorganizing strategies. Schunk and Ertmer (2000) argue that students' self-regulatory competence can be improved through interventions that involve goals, self-monitoring, and perceptions of progress, as well as self-evaluation of progress and abilities. According to Zimmerman (2000), Self-regulation is described as internal actions and processes influenced by an individual's beliefs and motivations.

These processes can elucidate how individuals manage specific performances by integrating thoughts, emotions, and behaviors cyclically to pursue personal objectives.

Looking at self-regulation in academic achievement, a lot of research has been done, such as: Zee and De Bree (2017) found a positive correlation between self-regulation and academic achievement in mathematics and reading skills among elementary school students in the Netherlands. Self-regulated learning plays a vital role in educational contexts, involving learners' capacity to actively oversee, manage, and adjust their cognitive processes, motivation, and behaviors to attain academic objectives (Zimmerman, 2008). This complex concept includes diverse tactics like establishing goals, planning, monitoring oneself, and reflecting critically, all of which are crucial for promoting academic achievement (Pintrich, 2000). By engaging in self-regulation learning practices, students become more adept at managing their learning experiences, adapting strategies based on feedback, and persisting through challenges (Boekaerts, 1999). Research indicates a positive correlation between self-regulatory behaviors and academic achievement across different educational levels and disciplines (Winne & Hadwin, 1998). Moreover, self-regulation learning empowers learners to take ownership of their learning processes, promoting autonomy and lifelong learning skills (Zimmerman, 2002). Therefore, promoting self-regulation among students improves both their academic achievements and develops crucial abilities necessary for personal and professional advancement in today's rapidly changing global environment (Schunk & Zimmerman, 2022).

After understanding self-regulation learning, understanding several types of self-regulation learning is also needed. Several earlier studies have also noted the presence of a form of self-regulation following categorization. In a study by Mace et al. (1989), three types of self-regulated learning—self-monitoring, self-instruction, and self-reinforcement—were identified. Research on these types of self-regulated learning has been thoroughly investigated by multiple scholars. Self-instructions and self-reinforcement have been extensively explored by various scholars. Bandura (1977) explores self-efficacy as a crucial element of self-regulation, underscoring individuals' confidence in their ability to plan and carry out actions required to achieve the goals they aim for. (Zimmerman & Schunk, 1989) elaborate on self-regulated learning processes, highlighting self-monitoring where learners observe and regulate their cognition and behavior, self-instructions involving strategies for managing tasks, and self-reinforcement as mechanisms for reinforcing desired behaviors and outcomes. These components collectively contribute to enhancing learners' autonomy and efficacy in academic settings, fostering effective learning strategies and goal attainment.

Self-monitoring is self-regulation that focuses on managing or regulating our own habits or activities. Self-monitoring involves focusing on specific aspects of one's behavior and keeping track of how often or how intensely they occur (Mace et al., 1989). Self-monitoring, an essential element of self-regulated learning, requires students to actively watch and assess their advancement and achievements throughout educational tasks (Schraw et al., 2006). This approach allows students to evaluate their understanding, pinpoint challenging areas, and modify their learning approaches as needed (Nelson & Narens, 1990). Effective self-monitoring fosters metacognitive awareness, where students develop insights into their learning processes and make informed decisions about how to improve their understanding (Winne & Hadwin, 1998). The research underscores the positive correlation between self-monitoring skills and academic achievement across various educational contexts (Schraw, 2009). Students who engage in robust self-monitoring practices demonstrate higher levels of academic performance, as they are better equipped to regulate their learning experiences and persist through challenges (Zimmerman & Moylan, 2009).

Hence, developing skills in self-monitoring not only improves academic achievements but also equips learners with crucial abilities for lifelong learning and personal growth. Before engaging in self-monitoring, students must understand the tasks that need to be accomplished. Mace et al. (1989) identify several commonly utilized techniques in self-monitoring: documenting behaviors and their contexts through written notes (narrative method); counting the occurrences of specific responses within a defined timeframe (frequency counting); measuring the duration of behaviors over a specified period (duration measures); divides the observation period into smaller time intervals and records the

number of times a behavior occurs during each interval (time sampling procedures); estimating the extent to which one or more dimensions of behavior occur over a specified period of time (behavioral assessment); and a permanent product or by-product of behavior that does not depend on its formal assessment (behavioral traces and archival records).

The second type of self-regulation learning is Self-interaction. Self-instruction is a pivotal aspect of self-regulated learning, empowering individuals to take control of their educational journey. It involves learners actively engaging in identifying learning goals, selecting appropriate resources, and monitoring their progress toward mastery (Zimmerman, 2000). Through self-instruction, learners cultivate metacognitive awareness, enabling them to reflect on their learning strategies and adapt them as needed (Pintrich, 2000). Moreover, Schunk and Zimmerman (2022) highlight that effective self-instruction involves setting clear, achievable goals, implementing strategic planning, and employing self-monitoring techniques to evaluate learning outcomes. Finally, Dörnyei & Ushioda (2011), underscore the importance of motivational aspects within self-instruction, asserting that learners' beliefs in their capabilities and the perceived value of the learning task significantly influence their engagement and persistence.

The last type of self-regulation is self-reinforcement. Self-reinforcement refers to the process by which individuals use rewards and incentives to strengthen and maintain self-regulatory behaviors, enhancing their ability to achieve academic goals (Zimmerman, 2000). This aspect of self-regulated learning involves learners strategically applying external reinforcements, such as praise, grades, or personal rewards, to motivate themselves and sustain efforts toward learning objectives (Boekaerts, 1999). By associating the successful completion of tasks with positive outcomes, individuals bolster their self-efficacy and perseverance, crucial for overcoming challenges and achieving academic success (Pintrich & Groot, 1990). The research underscores the role of reinforcement in shaping self-regulatory processes, highlighting its effectiveness in promoting adaptive learning behaviors and fostering academic achievement (Panadero, 2017). Thus, integrating effective reinforcement strategies into educational practices not only enhances students' motivation and engagement but also cultivates enduring self-regulatory skills essential for lifelong learning and personal growth (Schunk & Zimmerman, 2022).

Looking at the types of self-regulation learning, there is no definite statement regarding what types of activities are included in self-regulation learning. There are many things we need to know about self-regulated learning, where we have to know whether the things we do during the learning process are included in self-regulated learning or not. Therefore, this research will discuss one of the personal activities carried out by students at a university in Malang during their learning process. This research aims to discuss whether the activity of watching videos or listening to music while studying is included in self-regulated learning

- 1) Is watching videos and listening to music while studying self-regulated learning?
- 2) If it is self-regulation learning, watching videos and listening to music is which type of self-regulation?

## **METHODS**

This research will use qualitative research methods. According to Magilvy and Thomas (2009), qualitative research is an investigation in a natural form, an exploratory study of lived experiences from everyday life in the world. In qualitative research, the researcher acts as the research instrument, generating data by asking questions in personal interviews or focus groups, making observations, taking notes, or capturing photos. This study employs narrative inquiry as its design, focusing on interviewing individuals whose responses take the form of stories.

The participants in this research consisted of two students, one taking the fourth semester and the other taking the sixth semester at a university in Malang. Sixth-semester students, let's call her "Amara" and for fourth-semester students, "Aurel" (pseudonym). The two participants were female students in different majors, namely business administration and English education. They were chosen

as participants because the self-regulation they studied did not seem common to other people. The author saw this when they were together and doing assignments, so the author was interested in their stories about studying and their habits when studying.

The instrument used in this research was semi-structured interviews. Several questions will be asked directly to participants. The questions for the interview arose out of curiosity from the author. Semi-structured interviews consisting of one open question were conducted in this study. The questions asked relate to self-regulation learning. The question "What things are done to achieve the learning objectives?" will conclude the chosen self-regulation along with showing the reasons and results of the learning self-regulation. Interviews were conducted in Indonesian, each lasting approximately 5 minutes via mobile phone. The next thing to do is transcribe, translate it into English, and finally analyze it.

To analyze data, this research uses six phases of thematic analysis from Braun and Clarke (2006, p. 87)

**TABLE 1.** Six phases of thematic analysis (Braun & Clarke, 2006, p. 87)

| phase                                  | Description of the process                                                                                                                                                                                                                     |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Familiarizing yourself with your data: | Transcribing data (if necessary), reading and re-reading the data, and noting down initial ideas.                                                                                                                                              |
| Generating initial codes:              | Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.                                                                                                              |
| Searching for themes:                  | Collating codes into potential themes, gathering all data relevant to each potential theme.                                                                                                                                                    |
| Reviewing themes:                      | Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis                                                                                         |
| Defining and naming themes:            | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.                                                                                       |
| Producing the report:                  | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |

## RESULTS AND DISCUSSION

This research was written after obtaining data from interviewing Amara, and Aurel students at a university in Malang. The first question asked by the author is related to learning strategies, "what do you do while learning". The answer by Amara to this question is written as follows:

*"I usually study while listening to music, watching videos, and sometimes also reading stories in between doing assignments. I use this activity to stay longer in front of the laptop and not feel bored or sleepy while studying. I watch videos or listen to music while studying because it makes me not sleepy and bored so I can continue my learning activities. While reading stories in between studying, I do that when I'm reading study material. I easily get bored with study material, so I engage in this activity to avoid boredom and stay interested in continuing to read study material. After reading the story I will definitely be interested again in continuing to read the subject matter. Watching videos, reading stories, and listening are habits that can keep me awake in front of my laptop or cellphone for a long time because they are all my habits or preferences. This is because I'm not the type of person who has to study in a quiet place, but I also can't study in a very busy place."*

The answer from Aurel:

*"I only watch videos when I'm completing my writing assignment, meaning I watch videos when I want to complete my assignment which only requires writing. I do this so that I can continue writing and not feel bored or sleepy. This way I*

*can complete my tasks without feeling sleepy or bored. I don't do this activity other than when I finish my assignment which only requires writing. I feel that if I also watch videos while doing a task that requires my focus, I won't be able to concentrate; the video will definitely distract me.*

From the results found, these 2 students watched videos while studying, and one of the students also listened to music as an activity that relieves boredom while studying. Therefore our first discussion is about listening to music during the learning process. Self-regulated learning refers to individuals taking an active role in their learning by overseeing, managing, and adjusting their own cognition, motivation, and behavior. Listening to music as a strategy to alleviate boredom or maintain focus during learning tasks is a common practice among students. Research supports the idea that music can enhance cognitive functions such as attention and memory (Lehmann & Seufert, 2017). For instance, studies indicate that background music can improve concentration and reduce distractions, thereby promoting effective self-regulation during study sessions (Cassidy & MacDonald, 2007). Furthermore, the mood-enhancing effects of music can positively influence motivation and emotional regulation, contributing to a more conducive learning environment (Saarikallio, 2011). However, it is crucial to note that the type and volume of music can significantly impact its effectiveness; for example, instrumental music without lyrics is generally recommended to minimize interference with verbal processing tasks (Furnham & Bradley, 1997). Moreover, individual preferences and the specific context of learning should be considered when implementing music as a self-regulation strategy (Mammarella et al., 2007). In conclusion, while music can be a valuable tool for enhancing self-regulated learning by reducing boredom and improving focus, its optimal use depends on careful consideration of individual needs and task requirements.

Even the latest research still proves that listening to music can relieve boredom. As stated Ázmi et al. (2023) highlighted the relationship between listening to background music and improving students' self-regulated learning by improving attention and overall learning outcomes. Therefore, we can also conclude that the statement given by the participants that *"watching videos helps them not feel sleepy and bored while studying"* is also included in self-regulation learning. This can be concluded like that because in the sense of self-regulation. Self-regulated learning entails learners actively overseeing, managing, and adjusting their cognition, motivation, and behavior to accomplish their learning objectives (Zimmerman, 1989). When students watch videos or films solely to alleviate boredom during study sessions, they engage in a form of self-regulated learning by selecting an activity that enhances their motivation and maintains their focus on learning tasks (Winne & Hadwin, 1998). According to Pintrich, (2000), these self-regulated behaviors are essential for effective learning because they enable individuals to adjust their learning strategies according to their comprehension and objectives. Furthermore, Zimmerman & Moylan (2009) emphasize the importance of metacognitive strategies in self-regulated learning, where students assess their own learning progress and make adjustments accordingly, such as taking breaks with entertaining videos to rejuvenate cognitive resources. Moreover, Bandura's (1986) Social cognitive theory emphasizes that self-regulated learning is impacted by environmental elements, including the presence of stimulating media that can function as both a distraction and a beneficial learning tool. (as cited in Heffernan, 1988). Therefore, while watching videos to combat boredom during study breaks, students inadvertently participate in self-regulated learning by strategically managing their attention and motivation to optimize their study efforts (Efklides, 2011).

The first discussion concerns listening to music or watching videos as a medium to relieve boredom. This is proven to be in line with or relevant to self-regulation theory because listening to music or watching videos while studying is a form of motivation and emotional regulation. Therefore, the first question about watching videos or listening to music as self-regulation learning is proven correct. After knowing that watching videos or listening to music to relieve boredom while studying is self-regulated learning, we will determine the type of self-regulated learning activity. The first is "Self-Reinforcement", which occurs when individuals reward themselves for certain behaviors. In the context of watching videos to relieve boredom, individuals may experience enjoyment, relaxation, or distraction, which they perceive as positive outcomes. This self-perceived reward strengthens the

behavior of watching videos as a means of eliminating boredom. The second is “Self-Monitoring”, although “self-monitoring” involves observing and evaluating one's behavior, and self-monitoring is less directly applicable to watching videos to relieve boredom unless the individual consciously assesses the effectiveness of this strategy in reducing boredom. The last is “Self-Instruction”, which involves giving oneself verbal or mental encouragement to guide behavior. Although someone may consciously decide to watch videos as a strategy to combat boredom, the act of watching itself is more aligned with “self-reinforcement,” as they seek to derive pleasure or relief from the activity. Therefore, individuals watching videos or listening to music to relieve boredom engage in the “self-reinforcement” type, primarily driven by the self-reinforcing nature of the activity, where the individual rewards themselves with entertainment or distraction.

## CONCLUSION

This research has explored the relationship between watching videos or listening to music while studying and self-regulated learning. This research found that watching videos and listening to music to relieve boredom while studying is included in self-regulation learning. This is included in self-regulation learning because it includes activities that strengthen one self or motivate. Watching videos and listening to music while studying are included in the type of self-regulation that is self-reinforcement. The weakness of this research is that it only focuses on the activities of listening to music and watching videos. Therefore, further research should also dig deeper into other activities that help the student's learning process.

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