BUILDING SELF-REGULATED LEARNING SKILLS IN AN ONLINE CLASS

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For many years, the world has witnessed enormous changes in the educational environment, which are the result of technology's evolving influence. Embracing online learning across many educational contexts, either formal or informal, academic or non-academic, domestic or remote, is considered a great development. We have started to see institutions, teachers, and students adopting digital learning tools that allow teachers to conduct interactive instruction, effortlessly exchange resources, and enhance student collaboration and involvement. Although the educational world has long recognized the efficacy of online learning, evidence of the hurdles in its delivery continues to accumulate.

The education system has recently been overwhelmed by an unforeseen health crisis that has shattered its educational foundation. Given the current state of the world, it is critical to acquire a more detailed knowledge of students' online learning experiences during the COVID-19 pandemic. Despite the fact that numerous researchers have looked into this topic, there is a scarcity of knowledge about the obstacles students face and the strategies teachers use to address them.

The ability to recognize and manage one's learning environment is referred to as self-regulated learning. Goal-setting, self-monitoring, self-instruction, and self-reinforcement are all examples of self-regulation abilities. Self-control is not to be mistaken with a mental talent or competence for academic accomplishment. On the other hand, self-regulation is a self-directed process and collection of behaviors in which learners build their mental capacities into habitual skill experiences through a developmental process based on facilitated practice and feedback.

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Effective learners all demonstrate self-regulating, understanding work requirements, creating meaningful goals, and selecting, modifying, or inventing ways to attain their goals. These students also keep track of their progress as they complete the activity, controlling distracting emotions and diminishing motivation while simultaneously altering techniques to ensure success. These are the students who raise questions, write notes, and manage their time and resources to reflect that they are in charge of their own learning progress.

To support and promote self-regulated learning, a variety of instructional approaches in typical classroom settings were investigated. If SRL skills are critical for success in the regular classroom, they can be anticipated to play a greater role for students in the distant learning context (online learning). SRL models, on the other hand, believe that learners are self-regulated people if they actively and constructively participate in the learning process, use metacognitive methods, and are motivated. Students' thirst for knowledge and skill enhancement increased as a result of utilizing digital tools for online learning.

Many learning institutions are increasingly using online distance learning courses and whole programs because they are regarded as cost-effective and satisfy institutional goals for reaching out to a varied community of learners. Students benefit from the convenience of online distance learning courses in terms of time, place, and speed. The dramatic progress of distant learning courses needs a better understanding of the online learning process. Online learning removes the constraints of location, time, and speed, giving students a great deal of flexibility. Students have more independence and control over where, when, and how they study.

Students' ability to self-regulate their learning becomes a vital aspect for deeply profound learning in distance online learning because it is constituted by autonomy. Self-control abilities have been shown to improve academic achievement in regular classrooms, according to researchers. As a result, both teachers and students should be

aware of SRL in online learning, as it has the potential to improve learning outcomes and cognitive growth.

Self-regulatory learning skills could be supported by technology-enhanced learning environments that provide possibilities for self-assessment, mastery of the lesson, socialization, and intellectual apprenticeship methods. "Knowledge of cognition" is another metacognitive skill that could be represented. It is a crucial part of self-regulated learning that includes individual, goal, and method elements. Meaningful and effective learning is an evident factor that depends on students' ability to manage resources in such a way that will fit their goals and needs during the online instruction.

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