UNIVERSITI TEKNOLOGI MARA

PRACTICE OF SELF- REGULATED LEARNING IN A BLENDED LEARNING ENVIRONMENT AMONG POSTGRADUATE STUDENTS IN HIGHER LEARNING SETTING

ZAIRRIENOOR ZAIRRIN BINTI ZAINUDIN

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STATEMENT OF ORIGINAL AUTHORSHIP

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi Mara. To the best of my knowledge and belief, it is original and the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution and non-academic institution for any degree or qualification.

Name   : Zairrienoor Zairrin binti Zainudin

Student ID   : 2011342477

Programme   : Master of Education (Teaching English as a Second Language)

Thesis Title   : Practice of Self- Regulated Learning in a Blended Learning Environment among   Postgraduate Students in Higher Learning Setting

Signature of Student   : ....

Date   : ....26/02/2015...

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ABSTRACT

Learning at postgraduate level yields different kind of challenges. It is an extra responsibility in adult life. It was reported that some postgraduate students fail to complete their study due to work and family issues. Self-regulated learning is one of the ways that can help postgraduate students to balance between all these responsibilities. This study seeks to find the practice of self-regulated learning among postgraduate students in a blended learning environment. The aims of this study are; to identify the practices of self-regulated learning in postgraduate study, to identify ways students regulate their learning in a blended learning environment and to investigate the problems and challenges emerged in postgraduate study. It was conducted in Klang Valley and as many as 23 postgraduates and former postgraduates took part. This study utilized a modified Self-Regulated Learning Interview Schedule (SRLIS). The finding is rather conclusive. However, it provides information that to a certain extent, students do practice SRL in their learning. Among of the problems faced are in regard with work, time management, study and others. Challenges comes from these angles; personal issues, academic and financial. It is hoped that this study could provide better understanding of the dynamic of postgraduates' SRL practice in blended learning environment.

ABSTRAK

Pembelajaran di peringkat pascasiswazah menghasilkan pelbagai jenis cabaran . Ia adalah tanggungjawab tambahan dalam kehidupan sebagai orang dewasa. Ianya telah dilaporkan bahawa beberapa pelajar pascasiswazah gagal menamatkan pengajian mereka kerana faktor kerja dan keluarga . Pembelajaran dikawal selia sendiri adalah salah satu cara yang boleh membantu pelajar siswazah untuk mengimbangi antara semua tanggungjawab ini. Kajian ini bertujuan untuk mencari amalan pembelajaran dikawal selia sendiri di kalangan pelajar pascasiswazah dalam persekitaran pembelajaran yang menggunakan teknik hibrid antara teknologi dan tradisional. Tujuan kajian ini adalah; untuk mengenal pasti amalan pembelajaran diatur sendiri dalam peringkat pascasiswazah, untuk mengenal pasti cara pelajar mengawal pembelajaran mereka dalam persekitaran pembelajaran yang hybrid (teknologi dan tradisional) dan untuk menyiasat masalah dan cabaran yang muncul dalam pembelajaran di peringkat pascasiswazah. Ia telah dijalankan di Lembah Klang dan seramai 23 pelajar pascasiswazah dan bekas pascasiswazah mengambil bahagian . Kajian ini menggunakan *Self-Regulated Learning Interview Schedule (SRLIS)* yang telah diubah mengikut kesesuaian kajian. Hasil kajian adalah konklusif. Walau bagaimanapun, ia memberi informasi yang berguna, sesetengah pelajar mengamalkan SRL dalam pembelajaran mereka . Antara masalah yang dihadapi adalah dalam hal kerja, pengurusan masa, pembelajaran dan lain-lain .Cabaran pula datang dari sudut yang berikut; isu-isu peribadi, akademik dan kewangan. Adalah diharapkan kajian ini dapat memberikan pemahaman yang lebih baik terhadap dinamik amalan SRL pascasiswazah dalam persekitaran pembelajaran yang hybrid.