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EXPLORING ENGLISH TEACHERS' SELF-REGULATION TO PROMOTE ONLINE LEARNING IN SENIOR HIGH SCHOOL

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ABSTRACT Rapid changes of current conditions forced English teachers to switch the conventional learning process in a class into online learning. Time zones, internet connection, bandwidth, technical issues, and students' personal schedules (work vs study) are the challenges faced by the teachers. However, a prior study showed that self-regulation plays a role in online learning. Therefore, teachers' self-regulation in promoting online learning may lead the way to face those challenges. This study aimed to investigate English teachers' self-regulation and challenges in promoting online learning. Two research questions were formulated, namely how the self-regulation of English teachers promoted online learning and what challenges were encountered by the English teachers in promoting online learning. To answer these questions, this study was grounded on the case study method. The participants of the study were fourteen (14) English teachers from various areas in Indonesia. The instrument of this study was a questionnaire adapted from Teacher Self-Regulation Scale (TSRS). Findings and results from both questionnaires and interviews suggested that the majority of teachers have fairly high self-regulation as indicated by their good comprehension of goal-setting, emotional control, help-seeking, and self-evaluation. Nevertheless, they found challenges in teaching online classes, namely the lack of students' internet data and learning motivation, and the need to maintain interactivity and enjoyment in the teaching-learning process. Several strategies were implemented by the teachers to overcome those challenges. Overall, the findings suggest that having adequate self-regulation can lead the teachers to promote online learning in this unprecedented situation.

Keywords: Self-regulation, online learning, pandemic situation

A. INTRODUCTION

English teachers face a new challenge regarding teaching-learning activity in a pandemic situation nowadays. Rapid changing of the current situation forces English teachers to accommodate teaching-learning activities through online learning. Yulia (2020) states that online learning becomes critical in the pandemic situation since the learning process cannot be carried out with conventional learning in Indonesia that requires teachers to formulate strategies in teaching online classes. Sun (2011) also emphasizes that due to the COVID-19 crisis, teachers and students have to embrace digital academic experience in the form of the online teaching-learning process. Anderson (2011) states that teaching online learning refers to a teaching situation in which the learners are a distance from teachers, both the teachers and learners utilize some technologies in accessing the material, and some kind of support is provided to learners.

Moreover, teaching online learning also requires the teachers to formulate creative and innovative materials using technology such as forums, video conferencing software, podcasts, videos, social media, mobile applications, video chats, PDF documents, and more. Morgan (2008) also explains that the implementation of technology by the teachers can empower the English learners in learning the language. Based on the insight above, online learning provides learners to learn more flexibly. It also appears that online learning facilitates the freedom of learners' learning. However, teaching English online brings a new challenge for an English teacher considering their goals to cover four English skills, namely reading, listening, speaking, and writing.

Furthermore, English teachers also deal with a challenge in performing synchronous learning. Sun (2011) argues that the problem of an online class is about gathering the students. Moreover, teaching and formal lecturers also get distracted by time zones, internet connection, bandwidth, technical issues, and students' schedules (work vs study). Those challenges emerge due to the need of performing teaching online classes. The current condition also weakens the teaching-learning process, as online learning has to be supported by good and qualified information technology infrastructure support (Azmi & Rukun, 2020). The provided reviews reveal that the role of teachers is critical in overcoming those challenges.

One of the ways to cope with those online learning challenges is to comprehend the self-regulation as suggested by some prior studies. Teachers should start to understand self-regulation regarding the relation between online learning and self-regulation. Prior research argued that self-regulation is related to self-motivation in online learning (Dabbagh & Kitsantas, 2004; Hartley & Bendixen, 2001). It appears that self-regulation plays a significant factor in online learning. Another empirical study has indicated that implementing various strategies in online learning can foster self-regulated learning and structuring of the online learning environment is the main component of driving successful self-regulation (Barnard-brak, Lan, & Paton, 2010). Moreover, one of the keys to academic success in online learning is effectual self-regulation (Dabbagh & Kitsantas, 2004; Whipp, Chiarelli, & Whipp 2004). Furthermore, self-regulation can also facilitate teachers in comprehending the students' needs and learning experiences, enriching the teaching and learning strategies and, emulating for the students (Paris & Winograd, 2003).

Therefore, teachers must comprehend the importance of self-regulation in teaching online. Managing the teaching-learning process is started from comprehending self-regulation in teaching. Nevertheless, a prior study from Van Eekelen, Boshuizen, & Vermunt, (2005) demonstrates that teachers mostly focus on teaching self-regulation to students rather than

learning their own self-regulation. Although previous research studies have demonstrated the importance of self-regulation on the teaching-learning process in an online learning environment, those studies have not identified the comprehensive challenges of self-regulation implementation in students' online learning as well as the means of promoting online learning. Hence, this study was carried out by focusing on teacher-self regulation in accommodating online learning specifically in the current pandemic era. In the light of the above reviews, it is evident that research needs to be conducted to explore the teachers' self-regulation to promote online learning and reveal the challenges. Hence, two research questions were formulated, as follows:

1. How was the English teachers' self-regulation promoted in online learning?
2. What were the challenges encountered by English teachers in promoting online learning?

B. REVIEW OF LITERATURE

Self-regulation

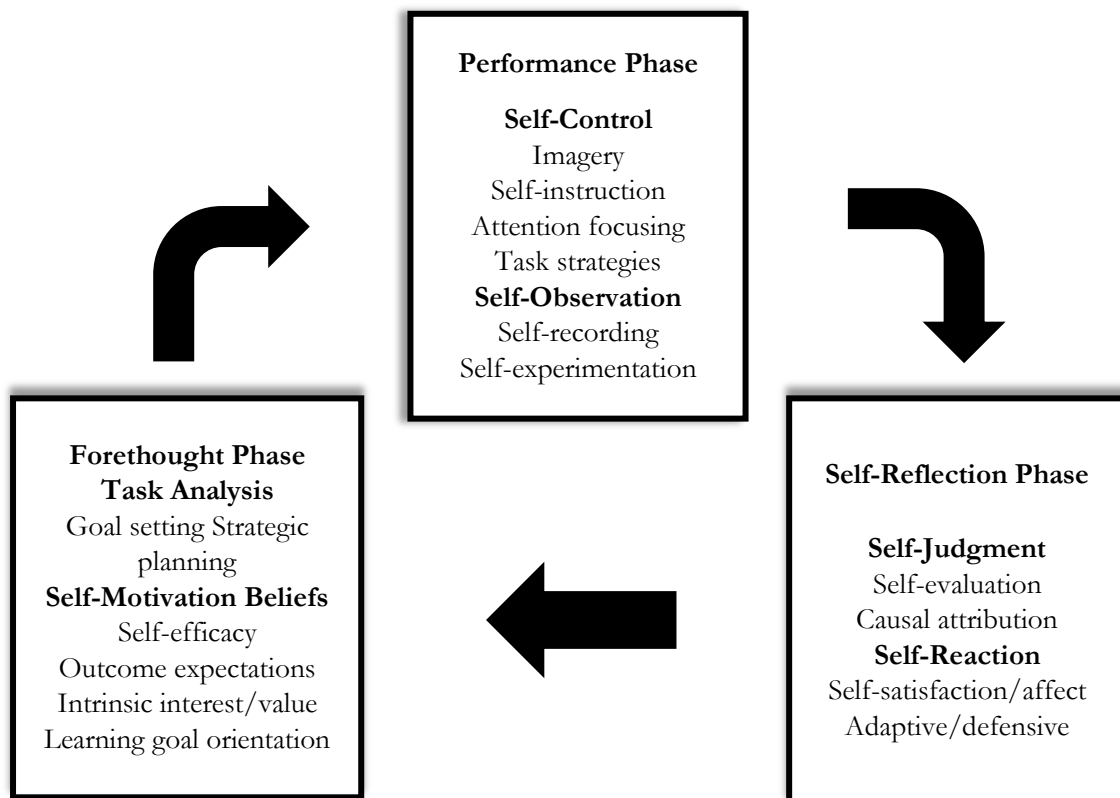
Self-regulation continues to be a significant issue to optimize students' learning. According to Long (1994), self-regulation is "psychological processes that are purposely and consciously controlled, or directed, for the purpose of gaining knowledge and understanding, solving problems, and developing or strengthening a skill" (p.14). Self-regulation deals with the ability to plan, monitor, and evaluate their learning by considering metacognitive skills. Zimmerman (1989) states that "self-regulated learners refer to the metacognitive, motivated, and behavioral participants of their learning process" (p. 329). Furthermore, being self-regulated also leads learners to be autonomous in learning. They can control their own learning, select the best learning strategies, and motivate themselves without relying on teachers or other external factors (Chien, 2019). Besides, self-regulation is a multi-component process that is based on Zimmermann's' cyclical model of self-regulation (Zimmerman, 1989; 2000). Moreover, the cyclical model is based on a view of self-regulation as the relationship between personal, behavioral, and environmental processes (Zimmerman, 1989).

The model deals with three cyclical phases: forethought, performance control, and self-reflection (Zimmerman, 1989; 2000; 2002). Each phase is described by four elements of self-regulation, namely cognition, motivation, behavior, and context. In the first phase, forethought deals with influential factors and beliefs in actual learning. It is characterized by goal setting and strategic planning, self-efficacy, and awareness of task and context. The preparation of achieving

the goals is the main context of forethought. Then, performance control focuses on self-control, self-monitor, and self-observation formulated to improve the learning performance. Comprehending metacognitive awareness and adapting cognitive and metacognitive strategies are areas of performance control. Then, the self-reflection phase refers to processes that occur after the learning activities. For instance, metacognitive self-evaluation and affective and motivational reactions to one's self-regulatory activities.

Figure 1. Phases and Subprocesses of Self-Regulation.

Source: Zimmerman (2002, p. 67)



Thus, self-regulation is defined by someone's ability to monitor, check and evaluate the dimension of their cognition, motivation, and behavior (metacognition) which leads to autonomous learning (Pintrich, 2004). Zimmerman (1989) further defines self-regulation as a multicomponent process comprising the cyclical model of the interrelation between personal, behavioral, and environmental processes. The next section demonstrates fully comprehending notions and ideas of teachers' self-regulation as the focus of this study.

Teachers' self-regulation

An area of teachers' self-regulation is often excluded from studies. Many studies are mainly focused on students' self-regulation without sufficiently demonstrating the importance of

teachers' self-regulation. Paris & Winograd (2003) emphasize that teachers should comprehend and implement the concept of self-regulation thoroughly. Randi (2004) also underlines that the importance of teachers' self-regulation is the ability to effectively perform their practice noting that, teachers' roles have changed through professional improvement which required them to be effective learners, not only active workers. Moreover, self-regulated teachers refer to proactive agents who encourage some educational beliefs, build appropriate instructional practices accordingly, and manage the teaching area of an environment as well as conditions proactively (Butler, 2003; Manning & Payne, 1993; Randi, 2004). Teachers' self-regulation becomes a prominent aspect in promoting learning. According to Perry, Hutchinson, Thauberger (2008), self-regulated teachers can learn to apply some significant teaching strategies and skills needed for encouraging students to self-regulated learning in the learning process, through targeted mentorship focused on goals, as well as continuity between practice and tasks.

Furthermore, teachers also build goals for teaching and learning, plan activities, execute strategies based on goals, control and evaluate the learning results, and revise and improve the approach when needed (Butler, Laushcer, Jarvis-Selinger, & Beckingham 2004; Van Eekelen et al., 2005). Those processes are called metacognitive processes that self-regulated teachers should focus on (Manning & Payne, 1993). In the light of the provided reviews, self-regulated teachers should switch roles from active workers to effective learners that aimed to promote the teaching-learning process through metacognitive processes (planning, monitoring, evaluating). In relation to self-regulated learning and teaching, self-regulation plays a role in accommodating teaching-learning activities through online learning. Self-regulated learning is one of the significant aspects of determining learners' success in the online learning area (Dabbagh & Kitsantas, 2004). Moreover, students' self-regulated learning is a significant factor in successful learning experiences regarding technology-mediated learning areas (Artino, 2008; Greene & Azevedo, 2009). It contains the meaning that teachers' self-regulation has the idea to support the online teaching-learning process. Further discussion of online learning is discussed in the next section.

Online learning

There are some definitions of online learning. Yet, in simple terms, online learning can be defined as a learning process via the use of the internet and technology to accommodate the distance of learning (Moore, Deane, & Galyen, 2011). Likewise, online learning can also be defined as a tool that can provide the teaching-learning process more student-centered, more innovative, and even more flexible (Dhawan, 2020). Cojariu, Lazar, Nedeff, and Lazaar (2014)

argue that the flexibility of access is the prominent aspect of online learning which accommodates learners to learn from anywhere and at any time with the use of devices connected to an internet network. Both the learners and teachers might be benefited due to time and space from online learning. Furthermore, online learning is classified into asynchronous and synchronous. Anderson and Elloumi (2004) explain that “in asynchronous online learning, students can access the online materials at any time, while synchronous online learning allows for real-time interaction between students and the instructor” (p. 5).

The distinction between both types affects the teaching-learning process. Teachers can either implement asynchronous or synchronous learning based on the learning needs. Besides, teachers can do the learning process anytime and from anywhere which has an advantage in achieving the learning goals. Furthermore, Anderson and Elloumi (2004) assert that the learners can get the updated materials with ease and teachers can assess the learners’ needs and current level of expertise regarding formulating a focused learning material. The need for online learning becomes critical as pandemic or coronavirus reshapes the learning system around the globe including Indonesia.

The pandemic situation considerably influences the education system in Indonesia when conventional learning starts to be left behind and is switched to online learning considering the variety of strategies from teachers (Yulia, 2020). Furthermore, undergoing online learning requires fine and qualified information technology infrastructure support (Azmi & Rukun, 2020). Another study also highlights that the pandemic of coronavirus shifts the interaction of teachers and students in and outside the classroom to distance learning which leads to positive and negative impacts. The situation is still in line with the learning in industrial revolution 4.0 and community 5.0 that is promoted by the Indonesian government (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). Based on the shift of the learning model in the pandemic era and the reviewed studies, further research on online learning is needed to scrutinize the impact of teachers’ self-regulation on online learning for Indonesian students.

C. METHOD

Research design

A case study is employed in this study to comprehend and explain the phenomena of teachers’ self-regulation towards online learning. This is holistic research that allows the researcher to collect rich data from numerous sources to obtain a deeper comprehension of individual respondents, including their opinions, perspectives, and attitudes (Gall, Gall, & Borg, 2007). Moreover, the implementation of a case study as the research methodology is to assist in the exploration of a phenomenon within some particular context through various data sources

as well as to reveal multiple comprehending of the specific phenomenon (Baxter & Jack, 2008). Thus, case study research grants the researcher in-depth analysis of teachers' self-regulation in promoting online learning and the challenges faced by the teachers.

Data Collection

Case study research provides the use of multiple data sources including quantitative survey data that accommodate obtaining a holistic comprehension of the phenomenon being studied (Yin, 2003). Accordingly, this study adopted a close and open-ended questionnaire and interview to collect comprehensive data. The model of the questionnaire was adapted from Teacher Self-Regulation Scale (TSRS) and was based on (Aydin, Sungur, Uzuntiryaki, 2009, p. 345). Furthermore, this study takes four out of nine dimensions of the TSRS scale, namely goal setting, emotional control, self-evaluation, and help-seeking. Those dimensions cover 16 close-ended questions in a 3-point Likert-scale questionnaire, i.e., Disagree, Undecided, and Agree to measure the agreement views and later on supported by three open-ended questions.

Moreover, open-ended questions are also provided in the questionnaire comprising three elements of online learning (experiences, difficulties, curriculum integration). The questionnaire was formulated in the form of *Google Forms* regarding the current condition. The participants of this study were fourteen (14) English teachers from various areas. They have experience teaching English for about 2 years until 4 years. More comprehensive data were collected from interviews related to teachers' self-regulation in promoting online learning. The questions were mostly adapted from Marek, Chew, and Wu (2021) by concerning three elements of online learning.

Data Analysis

The data generated from the questionnaire were analyzed descriptively focusing on finding the percentages of the teachers' answers. The data were analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses despite it being a qualitative study. Then, the data from the interview was analyzed based on three dimensions which are teacher experiences, curriculum integration, and difficulties. Both questionnaire and interview data were further scrutinized to acquire the full interpretation of teachers' self-regulation to promote online learning as well as the challenges in teaching online classes.

D. FINDINGS AND DISCUSSION

This section discusses and analyzes the data findings of the questionnaire and interview. Sixteen statements were addressed to ask English teachers about their self-regulation. The statements on self-regulation are grouped into four dimensions of the TSRS scale, namely goal setting, emotional control, self-evaluation, and help-seeking in close-ended questions.

Moreover, the question for open-ended questions focused on three elements of teaching online learning, comprising teachers' experiences, difficulties, and curriculum integration in a school. The English teachers' responses to sixteen (16) statements about goal setting, emotional control, self-evaluation, and help-seeking are indicated in figure 2 and Table 1.

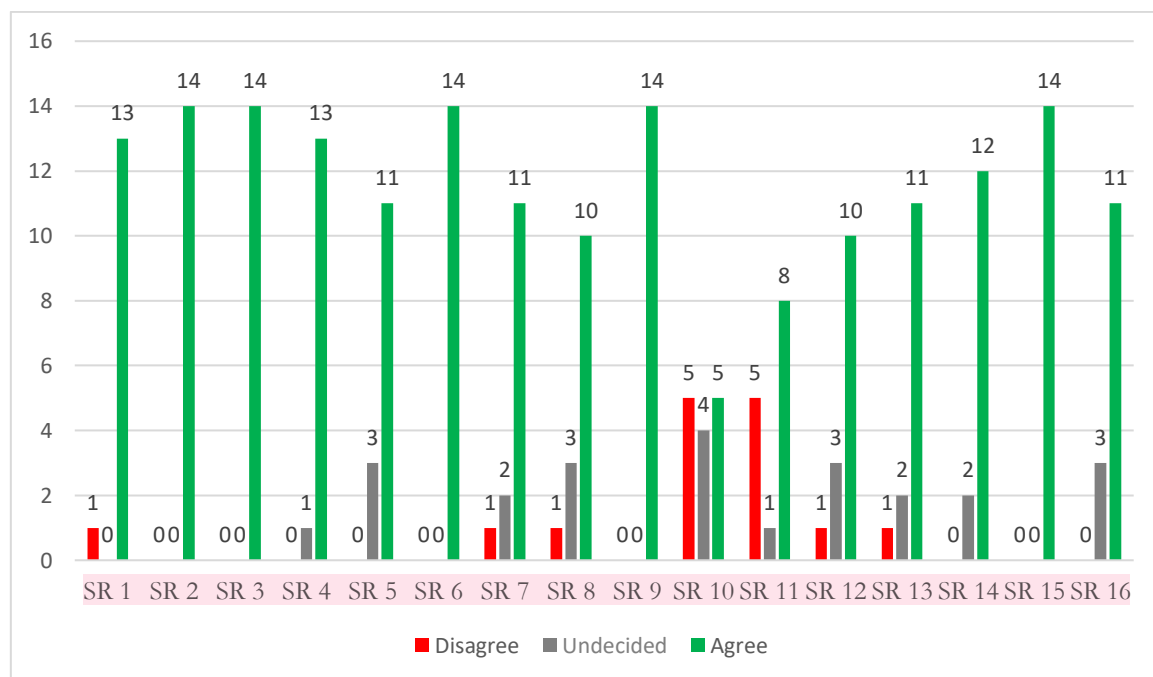


Figure 2. The responses of English teachers' self-regulation to sixteen statements about goal setting, emotional control, self-evaluation, and help-seeking

Figure 2 generally indicated all responses of English teachers to four dimensions of teachers' self-regulation. The English teacher's responses were classified into three, i.e., the highest, moderate, and the lowest agreement to the statements. The highest responses were indicated in five statements, namely SR2, SR3, SR6, SR9, and SR15 with twelve English teachers answering: "agree". The response in SR2 admitted that they could identify the intended goals in preparing to teach online classes. Followed by the statement in SR3, they prepared the best instructional strategy for the topic before class. The statements were the component of goal

setting in teachers' self-regulation regarding goal setting, emotional control, self-evaluation, and help-seeking.

Table 1. English teachers' self-regulation

No	Statements	Disagree	Undecided	Agree
Goal Setting				
SR1	I prepare classes to be aligned with the curriculum in the teaching online classes	1	0	13
SR2	I identify goals to be achieved by students while preparing to teach online classes	0	0	14
SR3	I decide on the instructional strategy appropriate for the topic while preparing to teach online classes	0	0	14
SR4	I plan the assessment before conducting teaching online classes	0	1	13
SR5	I take students' needs into account while preparing to teach online classes	0	3	11
Help-Seeking				
SR6	I ask for help from my colleagues when I encounter problems that I cannot solve in teaching online classes	0	0	14
SR7	I discuss my positive and negative experiences with my colleagues after teaching online classes	1	2	11
SR8	I get help from my colleagues while preparing to teach online classes	1	3	10
Emotional Control				
SR9	I first try to calm down when a problem occurs in teaching online classes	0	0	14
SR10	I get upset when I am negatively evaluated in my profession	5	4	5
SR11	I don't feel panic when a problem occurs during teaching online classes	5	1	8
SR12	I try to think positively when I feel bad in a particular situation	1	3	10
SR13	I have an emotional strategy (e.g., taking a deep breath) in dealing with the challenges of teaching online classes	1	2	11
Self-Evaluation				
SR14	I try to determine whether I met my goals in teaching online classes	0	2	12
SR15	I compare my performance against previous years while evaluating myself at the end of the learning process	0	0	14
SR16	I use students' feedback to improve my online teaching	0	3	11

Fourteen teachers also agreed in the SR6 statement concerning the help-seeking dimension that they asked for help from their colleagues when they encountered problems in teaching online classes. Statement in SR9 indicated that they tried to calm down in dealing with the problem in teaching online classes. Moreover, the statement in SR9 was part of the emotional-control dimension. The statement in SR15 that focused on self-evaluation showed that they compared their performances against previous years while evaluating themselves at the end of the learning process. Those statements represented the highest response in each dimension of

teachers' self-regulation with the goal-setting dimension, demonstrated by the two highest responses among four dimensions.

Slightly below the highest responses were thirteen teachers who agreed to SR1 and SR4. Statement in SR1 implied that they prepared classes by aligning with the curriculum in the teaching online classes. SR4 stated that they planned the assessment before conducting teaching online classes. The responses of twelve teachers were shown in the SR14 statement that they tried to determine whether they met their goals in teaching online classes, and in SR7 with eleven teachers that they discussed their positive and negative experiences with their colleagues after teaching online classes.

The response of ten teachers was found in statement SR8 and eleven teachers were in statement SR5, SR13, SR16. Statements in SR5 and SR8 indicated that they took students' needs into account while preparing to teach online classes and they got help from their colleagues too. As stated by Adebo (2018), the prominent point of successful application of online teaching and learning is taking students' characteristics into account. It can be inferred that students' need is a critical factor in dealing with online teaching and learning. Furthermore, SR13 stated that they had an emotional strategy (e.g., taking a deep breath) in dealing with the challenges of teaching online classes, and responses in SR16 admitted that they used students' feedback to improve their online teaching.

Slightly more than half of the participants showed moderate responses to SR 11 and SR 12. The moderate responses were indicated in SR 11 with eight participants who observed that they did not feel panic when a problem occurred during teaching online classes and SR12 with ten participants showed that they tried to think positively when they felt bad in a particular situation. The lowest response that was answered by five teachers was indicated in the SR10 statement that they got upset when they were negatively evaluated in their profession.

Based on the presented data, the goal-setting dimension is the highest dimension of teachers' self-regulation among four other dimensions. The majority of teachers prepared their teachings' materials, methods, goals, assessments, and strategies competently regarding the curriculum in online learning. The findings displayed the readiness of teachers in facing a new teaching system that is aligned with the prior study. Marek et al (2021) in their research argue that distance teaching or learning requires extensive planning as it is the prominent factor to indicate the teacher's readiness to face online learning.

Help-seeking and self-evaluation dimensions also display that the teachers can overcome their challenges by seeking help and discussing their strengths and weaknesses in teaching online classes with their colleagues. Nevertheless, the beginning of teaching online classes is the

hardest part because they have not encountered that situation beforehand. Lastly, they can enhance their teaching online performance by evaluating themselves through feedback and reflection. The reflective feedback can also accommodate the teachers to comprehend the positive and negative of the online learning process to achieve the students' needs and satisfactions (Mishra, Gupta, & Shree, 2020). Teachers are required to give more attention to feedback from both colleagues and students specifically in present learning situations.

Overall, the majority of teachers indicated through their response that they have adequate self-regulation in promoting teaching online classes regarding four dimensions of teachers' self-regulation. It can also be inferred that they were able to manage themselves in teaching online classes. The data collected from open-ended questions were focused on three dimensions of teaching online learning, namely teachers' experiences, difficulties, and curriculum integration.

The discussions were reflected in the following questions, i.e., 1) How are your experiences in teaching online classes? 2) What are the difficulties you experienced in teaching online learning? How do you deal with them? 3) How do you implement a curriculum in the online learning activities and materials? These four questions were implemented to reveal the teachers' experiences in teaching online classes. Furthermore, the interview data were used to obtain a fully comprehended analysis from open-ended questions regarding three dimensions of teaching online learning.

Experiences in teaching online classes

The teachers' experiences in teaching online classes varied as stated in their responses. The responses from the open-ended questions indicated that eleven out of fourteen teachers felt that teaching online classes were both challenging and exciting. The majority of teachers showed that they encountered new learning situations and needed to adjust the materials, learning strategies, and assessments in teaching online classes. The ability to adapt to this new teaching system and proceed with new learning strategies and methods is the prominent key to survive in a dire situation (Dhawan, 2020; Marek et al, 2021).

However, a response from T11 revealed that teaching online classes was difficult in the first place but got better after comprehending some teaching applications to support her teaching. Teaching online classes is also found exciting for some teachers. It was also supported by T10 and T14 who could explore some new teaching applications in her teaching-learning process. The data findings indicate that the experiences of teaching online classes are both challenging and exciting at the same moment. As expressed by one of the teachers.

"Teaching online learning is actually both exciting and challenging. I have to prepare material, activities which are different from offline classes in which we have the same

curriculum. I have to think about the assessment and the platform on how to assess the students.” (T11)

The results are consistent with a prior study from Marek et al (2021) who argued that teachers' experiences in online learning had a wide range of balance in positive and negative perceptions. English teachers encountered some new unprecedented challenges where the quick adaptation of the new learning system is imperative. The new teaching system also assists the teachers to learn more about teaching technologies, methods, and strategies. Moreover, the quality of teachers may ameliorate due to new teaching strategies and methods in online classes.

Difficulties in teaching online classes

The switch from offline to online classes appeared to bring difficulties for the teachers as mentioned in their responses. Some teachers agreed that internet connection and data packages are the main issues in teaching online classes. As mentioned by T7, T13, and T14, their students often lost connection in the middle of the ZOOM meeting because of the unstable data connection. It also found that the internet and data package issues occurred because of the underprivileged economic state of students. Response from T1 and T7 showed that most of their students had difficulty purchasing mobile data for the internet.

“The connection used, a data package, and students' attendances. Some students get some difficulties with their economy. They are often absent from ZOOM meetings.” (T7)

The outdated gadget also appeared as a problem in online learning which hindered the teaching-learning process in online learning. The findings from Dhawan (2020) suggest that access to all digital devices, the internet, and Wi-Fi is critical for both teachers and students since it can disadvantage the students in their learning process if they are lacking devices. As it is understood that those gadgets are the main equipment for both teachers and students in having a teaching-learning process. Maintaining good communication was also challenging in teaching online classes. Some teachers lost the way to communicate well with their students in online learning. In relation to such communication issues, engaging the learning process with enjoyable activities was found to be difficult.

The response from five teachers indicated that preparing the enjoyable activities to attract the students' interest was very demanding. Consequently, those teachers needed to prepare new materials and activities every week to maintain the students' enthusiasm for learning. Kebritchi, Lipschuetz, & Santiago (2017) argue that constructing and developing a curriculum as well as engaging students in the learning process are the real challenges in online learning. It is

challenging to develop content which not only covers the curriculum but also captivates the students' attention and focus on the learning process. Accordingly, the level and quality of learning are lower compared to face-to-face lectures in online learning. As mentioned by Adebo (2018) that critics of online teaching are on value, effectiveness, and quality since online teaching-learning activities are not able to convey interaction between instructor and students as well as time consumption in response to students' needs and preparing some course materials.

The last issue mentioned by a teacher was a lack of preparation in teaching online classes because of a newly implemented curriculum in a school. The response also showed that teachers faced difficulty in managing the class as well as assessing the students' knowledge and understanding of a particular topic in online learning.

"I couldn't control or manage my class as well as the offline class and I can't make sure that my students really understand the English materials that I've given to them. Because I can't see their facial expression that shows all their feelings and minds." (T6, similarly expressed by T10).

Furthermore, assessing students' knowledge is one of the prominent factors in online learning since the teachers should have extra attention to grading and assessing students' understanding than the learning process. It aligns with the reluctant and inhibiting factors argued by Pundak, Dvir, & Valley (2018), describing that teachers are often not willing to conduct online learning since the focus is on grading, the lack of experience with technology, or online teaching strategies. The teachers argued that these factors could increase their workload but decrease student achievement and department reputation, as well as lower the quality of teacher-student interactions.

Overcoming the difficulties in teaching online classes

The responses indicated that some strategies were undertaken by teachers to overcome the difficulties in online learning. First, the response from T2, T5, T11, and T12 showed that they constructed new and enjoyable activities in every meeting to construct the students' interests in learning English. As mentioned by Gudivada, Agrawal, & Chu (2013) that students put high interest in learning online by providing them with their needs. Moreover, implementing the

students' needs in the learning process is an indicator of the goal-setting dimension in teachers' self-regulation. The study from Toussi, Boori, & Ghanizadeh (2011), argues that mastery of goal-setting or orientation as the component of self-regulation has a positive relationship with teachers' teaching effectiveness. It can be inferred that teachers' participants comprehend the importance of self-regulation which leads to teaching effectiveness in online learning.

The application of technology and other supporting media bring satisfactory results in the online teaching-learning process. Teachers are required to implement teaching media such as interactive learning games, audios, and videos to get the students' attention in a class. Rao and Tanners (2011) emphasized that applied strategies and technologies in online teaching are crucial as well as designing presented materials in various formats – using videos, audio, other technologies, or software. Those implemented formats can assist the students to explore more of the required technologies in online learning by responding to those multiple formats. They can also engage in the learning process with various contents of activity that require them to be active and creative in the learning process.

The participants asked their colleagues and students' parents as well as learning new applications to prepare the new enjoyable topic every week in dealing with online learning challenges. The teachers portrayed the ability to self-regulate themselves by seeking assistance from others. It is in resonance with the present findings from a dimension of self-regulation that the majority of teachers get help from their colleagues. Besides, help-seeking is also a prominent self-control factor of the performance phase of self-regulation (Wandler & Imbriale, 2017).

Utilizing a group class was also found to be a solution in facing the limitations of online learning. Interestingly, a study from Mishra et al (2020) revealed that the majority of teachers and students have used WhatsApp/Telegram and Email for educational interactions, submission of assignments, clarification of doubts, and test administration. The application of the WhatsApp feature was also done by participants of this study since they shared the learning information and communicated with their pupils through the WhatsApp group.

“I made some groups on WhatsApp for some classes to make it easy to share a lot of information to students and I always try to respond to all comments and questions both in WA or LMS. I believe well-responded messages encourage students to communicate well both with teachers and peers.” (T4)

Besides, some teachers admitted that making a WhatsApp group (WAG) could be a way to deal with communication and interaction constraints in teaching online classes. It is because

online learning may lessen the students' motivation due to shortcomings in the learning process. Thus, keeping the interaction and communication are critical points in building the students' motivation. The last strategies to deal with difficulties in teaching online classes were to think positively and have perseverance in teaching.

In summary, the teachers' answers demonstrate that they are capable of overcoming their difficulties by implementing some strategies. Those strategies can be a temporary or permanent way to solve the challenge of teaching online classes regarding class conditions and character. Acknowledging and applying strategies in teaching are significant indicators that teachers possess self-regulation in their teaching practices. Prior findings from Toussi et al (2011) suggest that associating self-regulation strategies in teaching allows teachers to plan in advance and to be motivationally, metacognitively, and behaviorally active in attaining their instructional goals. Likewise, Perry et al (2008) indicate that self-regulated teachers apply crucial teaching strategies and skills needed for encouraging students to self-regulated learning in the learning process through goals as well as continuity between practice and tasks. The overcoming strategies assist both teachers and learners to learn in an online class as well as boost the quality of the teaching-learning process.

Implementing a curriculum in the online learning activities and materials

Implementing a curriculum with the current condition was found to be challenging for most teachers. The data showed that half of the teachers selected the most essential materials or topics to be taught in online classes. As mentioned by T2, T3, T6, T10, T11, T12, and T1, they took the most critical materials among all of the topics in the syllabus by conducting a meeting with all English teachers, an assistant principal of academic affairs and curriculum, and a principal. The most critical materials were taken to overcome the limitation of teaching's duration in a class. Thus, the teachers can explore and focus more on the particular materials thoroughly without worrying about time. It is also found that a teacher was asked to assimilate the Cambridge and K13 curriculum.

Furthermore, some teachers lowered down the minimum requirements and designed the materials in accordance with students' needs. As clearly stated in the previous section that teachers' participants displayed a self-regulation feature in their actions to maximize the learning process by selecting the most crucial materials. The variety of methods and approaches in teaching online classes were also included in teachers' responses regarding chosen English topics. Several teachers implemented Game-Based Learning or educational games, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT) in their teaching-learning process. It is significant to provide the various methods and strategies

due to avoid monotonous activities. This is also confirmed by Zayapragassarazan (2020) who highlights flexible learning, providing a variety of learning possibilities and options in a learner-centered approach that leads to useful and exciting learning outcomes.

Thus, the implementation of a curriculum on online learning is based on selecting the most paramount materials among all topics to cover the time limitations. Providing various learning methods, strategies, and approaches is also needed to maintain the quality of learning outcomes in an online learning system. Teachers' participants show the sign of self-regulation in their choices by identifying the goals and performing instructional strategies in dealing with curriculum and materials integration.

E. CONCLUSIONS

This research sought to investigate the English teachers' self-regulation promoted in online learning and its challenges. To answer the first research question, the investigations of English teachers' self-regulations suggest that their self-regulations are fairly high to promote online learning in an unprecedented situation. The results from both the questionnaire and interview indicate that the majority of English teachers have adequate self-regulation in encountering the challenges of teaching an online class as represented from the presence of teachers' self-regulation dimensions and elements of teaching online classes. Furthermore, the English teachers also performed satisfactory self-regulation by overcoming several limitations in teaching online classes. Self-regulate teachers can formulate goals for teaching and learning, plan activities, execute strategies based on goals, control and evaluate the learning results, and revise and improve the approach when it is required (Butler et al., 2004; Van Eekelen et al., 2005). They are capable of managing themselves in online learning as required by them to create strategies to fulfill the learning's goals.

Despite the constructive values of teachers' self-regulation in dealing with online learning, several challenges during the process are also present as the findings to answer the second research question. To begin with, students' internet connection and technology gadgets are the main issues encountered by the teachers. As the internet and gadget are the primary tools to undergo online learning. Maintaining the students' enthusiasm in class is also found to be a challenge for teachers as well as managing the class and assessing the students' knowledge in online learning. Those difficulties come from the inability to face and interact with the students in real-time conditions like in a real class. Preparing new materials and activities is essential in online learning to perpetuate class enjoyment and interactivity. Finally, this study has demonstrated that teachers' self-regulation plays a significant role in online teaching-learning

activities. Nevertheless, to promote more comprehensive teacher's self-regulation specifically in the context of online learning, further investigations on this area are still open for exploration.

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