

Patterns of Self-Regulated Learning Strategies Employed by English Language Teachers in Five Selected Senior High Schools in North Lombok Regency

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Abstract: This research focuses on the patterns of self-regulated learning (SRL) strategies identified in English change agent teachers (guru penggerak) from five selected senior high schools in North Lombok Regency. Using a qualitative multiple-case study design, this research was conducted on ten English teachers which consist of five change agent teachers and 5 regular teachers who applied the Merdeka Curriculum learning activities. The study utilized in-depth interviews, classroom observations and document reviews for data collection. The data were analyzed thematically with triangulation to eliminate risk decision validity and credibility. Findings show that students' preparedness falls into basic to intermediate level, with gradual enhancement (one step forward) for contextualized project-based tasks such as producing conversation video and acquaintance with tourists. The challenges to the implementation of Self-Regulated Learning (SRL), as identified in the study, include lack of resource, low student motivation and socio-cultural considerations. The study revealed that change agent teachers using SRL had enabled learners to take part in the classroom interaction enthusiastically. These findings are in line with the perspective of SRL supporting independent learning when teachers provide ongoing scaffolding, relevant project-based assignments and straightforward cycles of SRL.

Keywords: Teacher Leadership Program; Learner autonomy; Merdeka Curriculum; Self-regulated learning

Abstrak: Penelitian ini berfokus pada pola strategi self-regulated learning (SRL) yang diidentifikasi pada guru penggerak bahasa Inggris di lima sekolah menengah atas terpilih di Kabupaten Lombok Utara. Menggunakan desain penelitian kualitatif studi multi-kasus, penelitian ini dilakukan terhadap sepuluh guru bahasa Inggris yang terdiri atas lima guru penggerak dan lima guru reguler yang menerapkan kegiatan pembelajaran Kurikulum Merdeka. Penelitian ini menggunakan wawancara mendalam, observasi kelas, dan telaah dokumen sebagai teknik pengumpulan data. Data dianalisis secara tematik dengan triangulasi untuk meminimalkan risiko terhadap validitas dan kredibilitas data. Hasil penelitian menunjukkan bahwa kesiapan siswa berada pada tingkat dasar hingga menengah, dengan peningkatan bertahap (one step forward) melalui tugas berbasis proyek kontekstual, seperti pembuatan video percakapan dan interaksi dengan wisatawan. Tantangan dalam implementasi Self-Regulated Learning (SRL) meliputi

keterbatasan sumber daya, rendahnya motivasi siswa, serta faktor sosial budaya. Penelitian ini juga mengungkapkan bahwa guru penggerak yang menerapkan SRL mampu mendorong siswa berpartisipasi secara antusias dalam interaksi pembelajaran di kelas. Temuan ini sejalan dengan pandangan bahwa SRL mendukung pembelajaran mandiri ketika guru memberikan scaffolding berkelanjutan, tugas berbasis proyek yang relevan, serta tahapan SRL yang jelas dan terstruktur.

Kata Kunci: Program Guru Penggerak; kemandirian belajar; Kurikulum Merdeka; self-regulated learning

INTRODUCTION

In the past five years, the Indonesian Ministry of Education has launched a policy called Change agent teacher program (a.k.a. Teacher Leadership Program). This nationwide program aims to create master instructors who can help other qualified teachers craft new and innovative teaching strategies (Yanti & Hiasa, 2025). The Merdeka Curriculum places self-directed learning, flexibility and project-based learning at the core of what that looks like in classroom level pedagogy (Harjanti et al., 2026). However, meeting these aspirations is fraught with difficulty especially in rural schools located in areas like North Lombok. For these main instructors, changing the current teacher-centered to a student-focused learning approach is indeed highly difficult. This scenario gives rise to the significant question of how teachers, including those in the change agent teacher program, engage in self-regulated learning (SRL) practices inside their classroom to foster students to become more independent learners.

Theoretically, self-regulated learning can be thought of as a cyclical process, during which learners actively plan their learning behavior, monitor their progress and evaluate their performance (Zimmerman & Schunk, 2013). Self-regulated learning (SRL), as a social-cognitive theory, focuses on metacognitive control, motivation, and behavioral regulation, allowing learners to take ownership of their learning journey. The concept is similar to the Indonesia Merdeka Curriculum, which gives teachers the flexibility to determine which activities can be done in class according to local needs, student conditions, and available support. Under the change agent teacher program, teachers are trained to be mentors and facilitators, allowing students to reflect on their lives as well as set up goals and take action. Yet, whether this integration of SRL is successful or not heavily depends on how these strategies are understood and practiced by the teacher in their own classroom environment. The application of SRL strategies by change agent teachers of English in North Lombok may provide some valuable insights about students and their autonomy, as well as the factors which interplay within these aspects.

Within the particular research interest area of SRL, international as well as Indonesian literature is growing. Based on the insight from Zimmerman & Schunk, (2013), Panadero, (2017) and Kolb's experiential learning (cited in Villarroel Henríquez et al., 2025), a number of cross-national studies show that students who receive systematic assistance while planning and self-monitoring their progress make SRL a strong predictor of academic success. For example, within the Asian EFL context, Wang et al., (2024) and Shao et al., (2023) indicate that teachers' modeling and scaffolding are crucial for helping students develop their SRL habits. Similarly, Wu (2024) Polla & Rahima (2025), and Trifosa et al., (2026) identified that internal drive and self-regulation strengthen students' motivation to support their independent learning and academic success. However, these studies mainly refer to colleges or urban secondary schools with sufficient resources where amenities and student preparedness are relatively solid. Little is known how SRL strategies are employed in the context of rural senior high schools where exposure to genuine language input is limited. This research intends to fill this gap by investigating SRL strategies utilized by English teachers of change agent teacher in North Lombok which consists of several locations with various education infrastructure and socio-economic situation.

The teacher use of SRL strategies is part of the bigger picture encompassing teacher autonomy and reflective practice. More specifically, teachers who are high in SRL practice active learning and self-reflection thereby adjusting their instructional strategies (Kramarski & Michalsky, 2010). These competencies are also emphasized in the Change agent teacher program, which promotes reflexive teacher practitioners and change agent. According to Johannessen (2024) reflective practice followed by transformative learning prompts teachers to scrutinize their beliefs and alter their teaching performance (Cranton, 2023). As a result, at the same time the SRL is a student-centered process, it also becomes professional practice by teachers as they continue to learn and deal with their own development. SRL strategies were seen in the behaviors of Change agent teachers such as: planning lessons that can provide opportunities for students to be independent, observing student learning based on their feedback and reflections, and adjusting this strategy according to students' responses and motivation.

However, the Merdeka Curriculum utopia seems misleading if it considers to integrate self-regulated learning (SRL) in English classrooms. Teachers often work under challenging circumstances, including large class sizes, poor Internet access and the low overall readiness of students for independent learning. Old practices such as teaching grammar and having teacher centered explanations remain, while approaches that inspire inquiry, exploration and even play are not in sight. Heavy workloads, coupled with limited professional development opportunities, restrict teachers' possibilities to reflect and experiment in their best practice (Creagh et al., 2025). These struggles of workload correspond with results of research reported by Effendi et al., (2025). As a result, while the Change agent teacher program is heavy on theoretical training, implementing SRL principles need more localized and community support.

SRL is conceptualized in terms of constructivist and sociocultural-learning theories (Vygotsky & Kozulin, 2012) . Zimmerman & Schunk (2013) have pointed to the importance of individual metacognitive awareness while Vygotsky's social interaction theory suggested that peers and mentors impact students. SRL is enacted in three phases: planning, performance and reflection. During planning, learners create goals and choose approaches. They keep a check on all their efforts and progress while performance. Finally, in the Reflection stage, learners consider what their steps forward will be. For instance, teachers of English may utilize these categories in lessons where students are expected to collaboratively prepare for a presentation, reflect on their oral skills via self-evaluation or consider written feedback. With an emphasis on facilitation, educators find that students take more ownership of their own learning.

The English teachers in North Lombok provide a rich opportunity to learn SRL situated in real classrooms. They teach by figurative remote control, well-trained in training others to talk student-driven pedagogy, innovation and leading. Expected to model best practices and reflective teaching, setting themselves apart from their peers and students. Nevertheless, the consistency of their application of SRL strategies is affected by contextual variables. Some may prioritize motivating students and emotional support, while some others have a focus in a more systematic way setting goals and working with peers. Awareness of these differences is important both theoretically and practically, indicating how flexibilities in educational innovations are influenced by specific local issues and practices within teacher agency.

The study also speaks more broadly to issues of educational equity. In (as in many remote parts of Indonesia) schools in North Lombok experience shortages and challenges with facilities, training opportunities, and community support. As a result, professional learning often relies heavily on self-directed practice and collegial interactions. By investigating Change agent teachers of English employed SRL strategies, this research adds to the existing discourse on reflective teaching and SRL as internal determinants of sustained professional development and innovation in low-resource contexts. It also provides useful detail on ways in which teacher development programs could be made much more responsive to the real needs and capabilities of teachers.

In general, though prior research has largely described SRL from the perspective of students guided by teachers, this study is particularly aimed at how Change agent teachers use self-regulated learning to promote independent learning in their students. This study investigates to provide descriptive information (1) about learning strategies of these teachers in selected senior high

schools of North Lombok Regency, and (2) the challenges they face on applying SRL, along with the source factors which underline adaptive- reflective teaching practices. Through answering these questions, the current study aims to close the gap between national curriculum expectations and classroom realities that underscores SRL, which is not a static outcome but an ongoing developmental pathway for teachers and learners.

RESEARCH METHOD

This study employed a qualitative multiple-case study design to investigate the implementation of *self-regulated learning* (SRL) strategies among English teachers participating in the Program Guru Penggerak in North Lombok Regency. A qualitative approach was selected to explore teachers' experiences, reflections, and classroom practices in implementing SRL within the context of the Merdeka Curriculum (Creswell, 2014; Braun & Clarke, 2019). The participants consisted of ten English teachers from five senior high schools, including five Guru Penggerak teachers and five regular teachers, selected purposively based on their experience in implementing SRL principles for at least one year. Data were collected through in-depth interviews, classroom observations, and document analysis, including lesson plans, student journals, and assessment records. The data were analysed thematically using the framework of Miles et al., (2014), involving data reduction, data display, and conclusion drawing. Coding and cross-case comparisons were conducted to identify themes related to planning, self-monitoring, collaboration, and reflective feedback in SRL practices. To ensure validity and credibility, the study applied triangulation, member checking, peer debriefing, and reflective journaling.

RESULTS AND DISCUSSION

Analysis of data from interviews, observations and documents suggested three main themes demonstrating how English teacher, particularly Change agent teacher applied teaching SRL. These themes are: (1) Goals and Planning as the Cornerstones of Autonomous Learning; (2) Monitoring and Feedback as Reflective Practices in the Classroom; and (3) Reflectiveness and Self-Assessment as Attributes of Lifelong Learners. For example, goal-setting and planning was the most ubiquitous practice of all Change agent teachers. As a classroom routine, they often reminded students to set realistic weekly or project goals. For instance, Participant A noted, "*I always say to students plan your weekly learning target, how many words you will be studying per week or what number of minutes you are each day going talk in English.*" The forethought phase of self-regulated learning is illustrated by this approach whereby learners plan and set goals to prepare for independent study. Teachers using this strategy also held classroom discussions to help students define their goal and choose strategies to achieve it. However, teachers working with students who were low in motivation and had limited English proficiency experienced difficulties putting the goal-setting tasks into practice in a structured manner.

Participant C noted that she frequently needed to "*turn goals into very basic and simple examples,*" such as in the case of summarizing short dialogues or introducing herself in a straightforward way, conversationally. This evidence reflects the pervasive acceptance of goal setting as a principled component of SRL, but also reinforces the importance of continued scaffolding to promote opportunities for goals that hold local salience. The teachers adjust the goals based on how ready each student is, which shows they know how to get into the kid's thinking using differentiated instruction. Monitoring and feedback were the second theme and termed how teachers used observation, peer assessment and formative evaluation to support students along their learning journey. These topics are not strictly related to correcting errors, teachers noted, but rather about getting students to think deeply about what they discovered for themselves. While Participant D says he has his pupils check group progress week-on-week, so they learn to solve problems independently, "*I encourage them to tell me what problems they've experienced.*" This practice was found to further build student engagement with collaborative learning and develop collective accountability, as classroom observations indicated. In resource-poor settings, the teachers used simple monitoring measures like learning checklists, group reflections and oral reviews.

Participant E stated that she implemented “*sticky notes to write quick feedback*” when students finished short tasks. This aligns with the performance phase for learners, in Zimmerman’s SRL model, where learners monitor and regulate their learning behaviors. The variations for feedback methods likewise align with Kolb’s experiential learning theory where he states that feedback is an integral connector between experience and reflection. Doing that and doing more consistent teacher check-ins shows students their progress and where they need to improve, which makes them more aware of themselves improves self-confidence, enhances self-discipline. For the third theme, reflection and self-evaluation, it was described how teachers and students performed reflective practices in the context of improving their learning outcomes or quality in teaching. In many regions, there were tens of Change agent teachers who gave end-of-lesson reflections, following up with students to write a learning journal or participate in brief reflective discussions. “*I learn to change my approach after every class*,” said Participant F. Similarly Participant G stated, “*I take time after each teaching activity to reflect on what works or needs improvement; whether I spoke too long or there was a lack of balance in the activity*”.

This reflective conversation had also become a habit, which indicated an awareness and development of metacognition in both teaching and learning. Existing studies have shown that teachers who included reflection activities tended to produce more self-directed and motivated students. Often, they associated reflection with self-assessment and changing future targets making it a completed SRL cycle in the sense of Zimmerman & Schunk (2013). After peer-review sessions, for instance, teachers encouraged students to articulate which strategies were more effective for them. As the researcher noted, one of the participants explained, “*It was a simple game where everyone could get a little bit of focus on appreciation for themselves and an internal motivation to do something about that curiosity and self-interest*.” Reflection did not stop with student activities as teachers engaged in professional reflection as well at school meetings or virtual forums. These spaces for reflection allowed teachers to develop their own SRL skills and promote collaboration.

However, the study also noted some barriers that inhibited regular use of SRL strategies. Not to mention online teachers in distance schools where resources, technology and class sizes were lagging. Participant B said, for example, “*I have ideas around projects but we don’t have enough time or tools so I break it down a bit more*.” This prompted teachers to adjust their SRL practices for what was practicable within their contexts. Similar to the first theme, many teachers noted that due to students’ low motivation and reliance on instructors needed to build autonomy more slowly. They wanted encouragement, feeling like repetitive modeling reminders and positive reinforcement would eventually build students confidence. More self-regulated teachers often offset external barriers by finding creative ways to facilitate engagement. There were others who included stories, role plays, or community services such as by talking to foreign tourists in the Senggigi area. In addition to promoting SRL through these contextualized approaches, they also reflect the experiential learning principles by connecting language use to real-life situations. Thus, these findings inform that teachers’ adaptive behavior and reflective capacity are regarded as pivotal in sustaining SRL implementation even during distressing conditions.

The findings of the study revealed that even with differences among schools, Change agent of English teachers in North Lombok implemented self-regulated learning (SRL) strategies into classroom management. All of the teachers engaged in reflective and adaptive practices when it came to planning, monitoring, and evaluating their practice as teachers. These three processes correspond well to Zimmerman’s idea of SRL, which looks at forethought, performance and self-reflection. The pre-instruction phase provided guidance to students on how they should set realistic learning targets, what the project execution would look like and the approach appropriate their level of proficiency. During the performance phase, teachers prompted students to actively participate, allowed for self-monitoring with peer dialogues about what was observed, and provided feedback on confidence levels. Finally, in the last reflective phase, teachers encouraged students to engage in self-assessment and critical reflection through journaling and group sharing. Such patterns infer that SRL is contextually developed and thus reliant upon considerable teacher modeling. Teachers with high self-regulation display continual self-reflection and revised lesson as required to meet the varied needs of students. This flexible adjustment aligns well with Kramarski

& Michalsky's (2010) assertion that teachers who self-regulate their own learning processes are in a better position to develop such skills in students.

In this way, Change agent teacher teachers in North Lombok have not only become facilitators but also examples of self-regulation with the Merdeka Curriculum. Moreover, the data also show that SRL strategies used by these teachers align well with the core aspects of Kolb's Experiential Learning Theory (cited in Villarroel Henríquez *et al.*, 2025), suggesting all learning takes place in an experiential cycle involving experiencing, reflecting, conceptualizing and experimenting. In North Lombok, authentic learning, most often started by teachers with local Problem-Based tasks or English conversations linked to the students' lives. These experiences acted as material for reflection and conceptualizations. This emphasis on group discussions around projects and peer feedback by Participant D exemplifies the embedding of experience and reflection in curriculum development. This practice allowed students to track their progress and learn how their repertoire and learning strategies impacted performance. During this reflective process, both teachers and students increased their metacognitive awareness and sense of ownership for learning. Following Kolb's experiential learning cycle, the "*learning by doing*" nature of the learning iteration allowed students a path to apply their classroom knowledge to practice. Experiential methods which were particularly valued by teachers, especially when local realities such as tourists and cultural exchanges are integrated into the learning process.

Teachers can teach SRL effectively if the constraints of resources and time are in place, as seen by teachers' commitment to offering hands-on experiential learning opportunities. Thus, the results corroborate the statement by Kolb that an experience, reflection, and adaptations can be mutually supportive circulars of lifelong learning that is already internalized in Change agent teacher movement as well as in Merdeka Curriculum. In addition to the models of Zimmerman and Kolb, the findings in this study are consistent with Cranton (2023) who talked about Transformative Learning Theory as it relates to professional development, whereby reflection and critical thinking lead to perspective transformation. Most teachers said thinking about their work helped them to feel that they were more effective teachers and help them grow personally and professionally. They reported that "reflective activities (e.g., discuss challenges with colleague; participate in online community of practice) influenced how they thought about teaching and learning." This type of professional development demonstrates the effect that a reflective discourse can have on attitudes, beliefs and teaching practices.

Some participants said their involvement as Change agent teacher reframed how they perceived themselves from teacher to mentor or facilitator of learner autonomy. It frames transformative learning as a process of reinvention, restructuring professional identity through ongoing critical reflection and social exchanges among educators. Further, teachers were able to employ both CLL and NDLS methods even when resources were limited, which demonstrates the emotional intelligence and resilience characteristic of transformative learning. Their responsive pedagogy from project-based learning to embedding peer mentoring demonstrates that when reflection becomes part of a teacher's daily practice, change in teaching can happen. Thus, the findings provide strong evidence of relationships between self-regulated learning, experiential learning, and transformative learning in a holistic view of teacher professionalism while cultivating student autonomy within the context of Merdeka Curriculum.

CONCLUSION AND RECOMMENDATION

Based on the results of the study, it can be concluded that Change agent teacher English teachers in North Lombok have been implementing self-regulated learning (SRL) strategies which improve teacher professionalism and allow students to become more independent through meaningful learning. In particular their goal setting, monitoring and reflection practices may be mapped directly to the integrated cycle of self-regulated learning (SRL) proposed by Zimmerman, Kolb's experiential learning model and Taylor and Cranton transformative leaning theory. These teachers demonstrated repeatable and adaptable practices of SRL when provided with creativity, collaboration and contextualized teaching even in resource-constrained cases. These teachers continue to persevere in creating student projects and performance assessments from equipment

they may have little of or time to complete, are responsive to feedback and strive for self-improvement. In general, it can be concluded that SRL not only creates student independence but also empowers teacher lifelong learners to continuously revise pedagogical and reflective practices based on the Merdeka Curriculum principles.

Implications This research identifies effective practices that suggest future teacher development programs in Indonesia need to focus on continuous, practice-based mentoring of SRL and reflective pedagogies. Training should move from mostly massive group seminars to actual classroom projects, peer community work and professional reflection. Moreover, education authorities and school leaders should promote through their respective organizations the establishment of learning communities where faculty can share experiences about SRL processes they may identify effective strategies and educators support each other in implementing SRL tasks on a regular basis. Future research could adapt this method to other subjects or grade levels and support an ongoing approach to developing SRL further within the education goals of Curriculum Merdeka.

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