

Developing A Self-Regulated Learning Guide For English Students

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Abstrak: Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi panduan *Self-Regulated Learning* (SRL) yang dirancang khusus untuk mahasiswa Pendidikan Bahasa Inggris. Penelitian ini menggunakan desain *Research and Development* (R&D) yang diadaptasi dari Borg dan Gall, yang meliputi tahap analisis kebutuhan, perancangan produk, validasi ahli, uji coba lapangan, dan diseminasi. Hasil analisis kebutuhan menunjukkan bahwa mahasiswa mengalami kesulitan dalam menetapkan tujuan, mengelola waktu, dan melakukan refleksi diri, sehingga menunjukkan pentingnya adanya panduan SRL yang terstruktur. Berdasarkan temuan tersebut, dikembangkan sebuah panduan SRL yang mengintegrasikan strategi metakognitif, motivasi, dan perilaku dalam konteks pembelajaran bahasa Inggris. Prototipe yang dihasilkan telah divalidasi oleh para ahli dan memperoleh skor validitas yang tinggi (rata-rata > 4,5). Uji coba lapangan dengan desain kuasi-eksperimen menunjukkan adanya peningkatan yang signifikan pada keterampilan SRL mahasiswa ($p < 0,05$), khususnya dalam aspek perencanaan, pemantauan, dan refleksi. Hasil diseminasi juga menunjukkan tingkat penerimaan yang tinggi dari dosen dan mahasiswa. Dengan demikian, penelitian ini menyimpulkan bahwa panduan SRL yang dikembangkan bersifat valid, praktis, dan efektif dalam meningkatkan kemandirian belajar serta prestasi akademik mahasiswa.

Kata Kunci: Pembelajaran Regulasi diri, Pendidikan Bahasa Inggris, R&D, Pembelajar Otonom, .

Abstract: This study aims to develop and evaluate a Self-Regulated Learning (SRL) Guide tailored for English Education students. Employing a Research and Development (R&D) design adapted from Borg and Gall, the study consisted of needs analysis, product design, expert validation, field testing, and dissemination. The needs analysis revealed that students experienced difficulties in goal-setting, time management, and self-reflection, indicating the necessity of structured SRL guidance. Based on these findings, an SRL Guide was developed integrating metacognitive, motivational, and behavioral strategies within English learning contexts. The prototype was validated by experts and achieved high validity scores (mean > 4.5). Field testing using a quasi-experimental design showed significant improvement in students' SRL skills ($p < 0.05$), particularly in planning, monitoring, and reflection. Dissemination results indicated high acceptance among lecturers and students. The study concludes that the SRL Guide is valid, practical, and effective in enhancing learner autonomy and academic performance.

Keywords: Self-Regulated Learning, English Education, R&D, Learner Autonomy, SRL Guide

INTRODUCTION

This paper outlines the development of a comprehensive guide designed to foster self-regulated learning among English language students, a critical skill for academic success and lifelong language acquisition. Self-regulated learning involves students proactively managing their own learning processes through metacognitive, motivational, and behavioral strategies (Oportus-Torres et al., 2024). This learner-centered approach empowers students to set goals, monitor their progress, and adapt their learning strategies based on feedback, thereby improving their academic outcomes (Prasetya, 2023). This pedagogical framework is particularly vital in English as a Foreign Language contexts, where students often face challenges requiring enhanced autonomy and strategic self-management to achieve proficiency (Wang, 2023, Yuksel et al., 2023). The multifaceted nature of self-regulated learning encompasses various processes, such as goal establishment, self-monitoring, strategic planning, and metacognitive awareness, all of which are crucial for optimizing learning. This capability enables students to exert control over their learning experiences, becoming active agents in their educational journey and facilitating the achievement of self-established objectives (Yuksel et al., 2023). In light of its importance, numerous studies have explored various interventions to cultivate self-regulation in language learners, emphasizing the need for structured guidance and support (Jiang, 2025). Thus, a

guide focusing on integrating metacognitive and motivational tools becomes essential for English as a Foreign Language students to effectively manage their cognitive processes and systematically direct their learning towards personal goals (Habók et al., 2022). Given that explicit instruction in self-regulated learning strategies is often absent from high-school curricula, students frequently lack familiarity with these essential skills upon entering higher education, underscoring the necessity for targeted pedagogical interventions (Essa, 2022).

LITERATURE REVIEW

Conceptualizing Self-Regulated Learning (SRL)

Self-Regulated Learning (SRL) is widely recognized as a critical construct in educational psychology, referring to learners' proactive engagement in managing their cognitive, motivational, and behavioral processes to achieve academic goals (Zimmerman, 2000). Furthermore, Zimmerman (2000) conceptualizes SRL as a cyclical process consisting of three interrelated phases: forethought (goal setting and planning), performance (self-monitoring and strategy use), and self-reflection (self-evaluation and adaptation). This cyclical model emphasizes that effective learners continuously adjust their strategies based on feedback and performance outcomes. Pintrich (2000) gave another influential model about SRL which emphasizes four areas of regulation: cognition, motivation/affect, behavior, and context. It suggests that learners continuously regulate their cognitive processes (like rehearsal, elaboration), motivational states (self-efficacy and goal orientation), and engagement based on feedback from the learning environment.

Expanding this perspective, Boekaerts (2011) highlights the importance of emotional and motivational regulation within SRL. Her dual processing model suggests that learners balance between growth-oriented goals and well-being goals, indicating that emotional control plays a crucial role in sustaining learning engagement. Recent syntheses further conceptualize SRL as a multidimensional construct integrating metacognitive awareness, motivational beliefs, and behavioral strategies (Panadero, 2017). This integrative perspective positions SRL not merely as a set of strategies but as a dynamic system that supports adaptive learning across contexts.

In conclusion, the theories proposed by Zimmerman, Pintrich, Boekaerts, and Panadero collectively demonstrate that Self-Regulated Learning (SRL) is a complex and multidimensional process involving cognitive, motivational, behavioral, and emotional regulation. SRL enables learners to actively plan, monitor, and evaluate their learning while adapting their strategies according to contextual demands and feedback. These perspectives further emphasize that successful learning is not solely determined by intellectual ability, but also by learners' capacity to regulate their thoughts, emotions, motivation, and actions. Therefore, fostering SRL through structured guidance and instructional support is essential, particularly in higher education contexts where students are expected to become autonomous and lifelong learners.

SRL and Academic Achievement in Higher Education

A substantial body of research has demonstrated the strong relationship between SRL and academic achievement, particularly in higher education settings. SRL strategies such as time management, effort regulation, and self-monitoring have been identified as significant predictors of learning success (Broadbent & Poon, 2015). These findings are especially relevant in contemporary learning environments, where students are expected to manage their learning more independently. In digital and blended learning contexts, the importance of SRL becomes even more pronounced. Wong et al. (2019) argue that learners must take greater responsibility for structuring their learning processes due to reduced direct supervision. Similarly, Barnard-Brak et al. (2010) found that students with higher levels of self-regulation perform better in online learning environments.

Despite this evidence, several studies indicate that many university students lack adequate SRL skills. Panadero et al. (2018) note that students are often expected to develop SRL independently, without explicit instruction or structured support. This gap suggests the need for instructional interventions that facilitate the development of SRL competencies.

Overall, existing studies consistently demonstrate that SRL plays a significant role in enhancing academic achievement, particularly in higher education and digital learning environments. Learners who are able to regulate their learning through effective time management, self-monitoring, and effort regulation tend to achieve better academic outcomes and adapt more successfully to independent learning demands. However, many university students still struggle to develop SRL skills autonomously due to the lack of explicit instruction and structured support. Therefore, there is a clear need for instructional interventions and practical learning tools that can systematically foster students' self-regulated learning competencies in higher education contexts.

SRL in English Language Learning (EFL Context)

In English as a Foreign Language (EFL) contexts, SRL plays a particularly important role due to the complex and multifaceted nature of language learning. Language learners must coordinate multiple skills, including reading, writing, speaking, and listening, while also managing cognitive load and motivation (Oxford, 2017; Teng & Zhang, 2021). Empirical studies support the relationship between language learning strategies are inherently linked to self-regulation, as both involve deliberate and goal-directed learning behaviors (Oxford, 2017). Teng and Zhang (2021) found that SRL significantly enhances writing performance by improving learners' planning, monitoring, and revising processes. More recent studies reinforce these findings. Bai and Wang (2023) demonstrate that metacognitive regulation is a strong predictor of language proficiency and academic resilience. Similarly, Li (2022) reports that learners with higher SRL skills exhibit greater persistence and adaptability when encountering challenges in language learning. These findings suggest that SRL is not only beneficial but essential for successful language learning, particularly in contexts where learners must rely on independent practice.

Overall, the existing literature indicates that SRL is a crucial component in EFL learning because it enables learners to become more autonomous, strategic, and adaptive in managing the demands of language acquisition. In EFL contexts, where opportunities for authentic language exposure are often limited, students are required to take greater responsibility for practicing and improving their language skills independently. Therefore, the ability to regulate learning processes, maintain motivation, and apply appropriate strategies becomes essential for achieving language proficiency. These findings highlight the importance of integrating SRL-based instructional support into English language education in order to foster learners' independence, persistence, and long-term academic success.

Despite the recognized importance of SRL, its development does not occur automatically and requires explicit instructional support. Paris and Paris (2001) emphasize that SRL should be cultivated through guided practice, scaffolding, and reflective activities integrated into classroom learning. Empirical evidence also supports the effectiveness of SRL interventions. For instance, Sitzmann and Ely (2011) found that structured SRL training significantly improves learning outcomes, while Yan (2020) highlights the important role of self-assessment and reflection in strengthening learners' regulatory processes. Nevertheless, many existing interventions tend to focus only on isolated learning strategies rather than providing comprehensive tools that integrate cognitive, motivational, and behavioral aspects of SRL. As a result, their practical implementation in authentic learning contexts remains limited, particularly in EFL settings where students require continuous and structured guidance to develop independent learning habits.

Research Gap and Rationale for the Study

Despite the extensive literature on SRL, several gaps remain. First, while the theoretical foundations of SRL are well established, there is a lack of practical instructional tools that

translate these theories into structured learning resources. Second, in the context of English Education, most studies focus on strategy training rather than developing comprehensive SRL-based learning guides.

Furthermore, existing SRL interventions are often not contextualized for specific disciplines, particularly English Education, where students must integrate pedagogical and language skills simultaneously. This lack of contextualization may limit the effectiveness of SRL implementation.

Therefore, this study addresses these gaps by developing a Self-Regulated Learning (SRL) Guide tailored specifically for English Education students. The guide integrates cognitive, motivational, and behavioral components of SRL into a structured and practical learning tool, aiming to enhance students' autonomy and academic performance.

METHOD

Research Design

This study employed a Research and Development (R&D) design aimed at developing and validating a Self-Regulated Learning (SRL) Guide for English Education students. The research procedure was adapted from the model proposed by Walter R. Borg and Meredith D. Gall, which emphasizes systematic stages of product development and evaluation. The study was conducted through five main phases, namely needs analysis, planning and design, product development, field testing, and dissemination. The needs analysis phase aimed to identify students' learning challenges and SRL needs, while the planning and design phase focused on determining the structure and content of the guide. Subsequently, the product development phase involved creating the initial prototype of the SRL Guide, which was then evaluated through field testing to examine its validity, practicality, and effectiveness. Finally, the dissemination phase was conducted to introduce the finalized product to a broader educational context. This research design was selected to ensure that the developed product was not only theoretically grounded but also empirically validated and practically applicable in supporting students' self-regulated learning development.

Participants

The participants of this study consisted of 60 undergraduate students enrolled in an English Education program, two English lecturers involved in the implementation phase, and three expert validators with expertise in educational psychology and English language teaching. The student participants were selected using purposive sampling because they were actively engaged in English learning courses and represented the primary target users of the Self-Regulated Learning (SRL) Guide. Meanwhile, the lecturers participated in the implementation and evaluation processes, and the expert validators were responsible for assessing the content validity, instructional design, and language appropriateness of the developed guide.

Instruments

Several instruments were employed to collect both quantitative and qualitative data in this study. The first instrument was a needs analysis questionnaire designed to identify students' learning difficulties, study habits, and levels of Self-Regulated Learning (SRL) awareness. The questionnaire consisted of Likert-scale items ranging from 1 to 5, as well as open-ended questions that allowed participants to provide more detailed responses regarding their learning experiences and challenges.

The second instrument was an expert validation sheet used to evaluate the quality of the developed SRL Guide. The validation focused on several aspects, including content relevance, language clarity, and instructional design. This instrument enabled the expert

validators to assess whether the guide was theoretically appropriate, understandable, and suitable for English Education students.

In addition, a Self-Regulated Learning Scale was administered as both a pre-test and post-test to measure students' SRL skills before and after the intervention. The scale focused on several dimensions of SRL, namely goal setting, planning, monitoring, and reflection. The results of this instrument were used to examine the effectiveness of the SRL Guide in improving students' self-regulation skills.

Another instrument used in this study was a student response questionnaire, which aimed to assess the practicality and usability of the SRL Guide. Through this questionnaire, students provided feedback regarding the clarity, usefulness, and overall effectiveness of the guide in supporting their learning activities. Finally, observation and reflection notes were collected during the field testing phase to capture students' engagement, participation, and learning behaviors throughout the implementation process. These qualitative data were used to support and enrich the findings obtained from the questionnaires and SRL scale.

Data Collection Procedures

Data collection in this study was conducted through several systematic stages. The first stage was the needs analysis stage, in which students completed the questionnaire to identify their learning challenges, study habits, and SRL needs. The findings from this stage served as the foundation for developing the SRL Guide.

The second stage was the development stage, where the SRL Guide was designed and developed based on the results of the needs analysis. The guide integrated various SRL components, including planning, monitoring, motivation regulation, and reflection strategies relevant to English learning contexts.

The third stage was the validation stage. During this phase, expert validators reviewed the guide and provided feedback regarding the appropriateness of the content, instructional design, and language use. Suggestions and recommendations from the experts were then used to revise and improve the product before implementation.

The fourth stage involved field testing, in which the revised SRL Guide was implemented in a classroom setting using a quasi-experimental design with pre-test and post-test procedures. This stage aimed to evaluate the practicality and effectiveness of the guide in improving students' self-regulated learning skills.

The final stage was dissemination. In this stage, the finalized SRL Guide was introduced to lecturers and students through seminars and academic discussions in order to evaluate its broader applicability and potential implementation in English Education programs.

Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative approaches in order to obtain comprehensive findings. Quantitative data obtained from the questionnaires, validation sheets, and SRL scales were analyzed using descriptive and inferential statistics. Descriptive statistics, including mean scores and percentages, were used to analyze the results of the needs analysis and expert validation. In addition, a paired sample t-test was conducted to examine the effectiveness of the Self-Regulated Learning (SRL) Guide by comparing students' pre-test and post-test scores. Gain score analysis was also employed to measure the extent of students' improvement after the implementation of the guide.

Meanwhile, qualitative data obtained from open-ended questionnaire responses, expert feedback, observation notes, and students' reflections were analyzed using thematic analysis. The data were categorized into several themes related to students' learning challenges, learning strategy use, and engagement during the implementation process. This qualitative analysis was

intended to provide deeper insights into students' experiences and perceptions regarding the SRL Guide.

Several procedures were conducted to ensure the validity and reliability of the research instruments and findings. Content validity was established through expert judgment involving specialists in educational psychology and English language teaching who evaluated the appropriateness and relevance of the developed instruments and SRL Guide. Construct validity was based on established theoretical frameworks of Self-Regulated Learning proposed by Zimmerman (2002) and Panadero (2017), ensuring that the instruments accurately represented the dimensions of SRL being measured. Furthermore, the reliability of the questionnaire instruments was tested using Cronbach's Alpha coefficient, with a reliability threshold of $\alpha > 0.70$ indicating acceptable internal consistency.

RESULT AND DISCUSSION

This section presents the findings of the study and discusses them in relation to existing theories and previous research on Self-Regulated Learning (SRL). The results are organized based on the stages of the Research and Development (R&D) process conducted in this study, including needs analysis, product development, expert validation, and field testing. The dissemination stage was not conducted in this study because the research primarily focused on the initial development and limited-scale evaluation of the product. Therefore, broader implementation and dissemination are recommended for future studies after further refinement and large-scale testing of the SRL Guide have been completed.

Need Analysis Stage Result

The needs analysis stage was conducted to identify students' learning challenges, study habits, and levels of Self-Regulated Learning (SRL) awareness in the context of English language learning. Data were collected through questionnaires distributed to 60 undergraduate students enrolled in the English Education program. The analysis revealed that many students experienced difficulties in regulating their learning processes independently.

The findings showed that 78% of the students reported problems in managing study time effectively, while 72% indicated that they rarely planned their learning activities before attending classes or completing assignments. In addition, 70% of the participants admitted that they often relied heavily on lecturers' instructions rather than developing independent learning strategies. These findings suggest that students still demonstrated limited autonomy in managing their learning processes.

Regarding motivational and reflective aspects, the results indicated that many students lacked consistent self-monitoring and self-evaluation practices. Approximately 68% of the students stated that they seldom reflected on their learning progress or evaluated the effectiveness of the strategies they used. Furthermore, several students reported difficulties in maintaining motivation when facing challenging English learning tasks, particularly in academic writing and speaking activities.

The open-ended responses provided further insights into students' needs. Many participants expressed the need for practical guidance on how to set learning goals, organize study schedules, monitor progress, and maintain motivation during independent learning. Students also indicated that they needed a structured learning guide containing clear examples and practical strategies specifically designed for English language learning contexts.

Overall, the needs analysis findings indicate that English Education students require structured instructional support to develop their self-regulated learning skills. These findings support previous studies emphasizing that SRL competencies do not emerge automatically and need to be fostered through guided instruction and practical learning tools (Panadero, 2017; Sitzmann & Ely, 2011). Therefore, the development of an SRL Guide was considered

necessary to address students' learning challenges and promote greater learner autonomy in EFL contexts.

Product Development Stage

Based on the findings of the needs analysis, the researcher developed a Self-Regulated Learning (SRL) Guide specifically designed for English Education students. The development process focused on addressing the major learning difficulties identified during the needs analysis stage, particularly students' problems in goal setting, time management, self-monitoring, and learning reflection. The guide was designed to provide practical and structured support that could help students regulate their learning more effectively in English language learning contexts.

The initial prototype of the SRL Guide consisted of six main sections. The first section introduced the concept of Self-Regulated Learning and explained its importance in academic success and English language learning. The second section focused on goal setting and learning planning, providing students with strategies for setting realistic academic goals and organizing study schedules. The third section discussed time management techniques and learning organization strategies to help students manage academic tasks efficiently. The fourth section emphasized self-monitoring strategies, including progress tracking, learning journals, and self-check activities. The fifth section addressed motivation regulation by introducing strategies for maintaining learning motivation and overcoming academic challenges. Finally, the sixth section focused on self-reflection and self-evaluation activities aimed at helping students evaluate their learning progress and improve future learning strategies.

In designing the guide, the researcher integrated theoretical perspectives from Zimmerman's cyclical model of SRL, Pintrich's regulatory framework, and Boekaerts' motivational and emotional regulation model. In addition, the content was contextualized to English language learning by incorporating activities related to reading, writing, speaking, and listening tasks commonly encountered by English Education students.

The product was developed in both printed and digital formats to increase accessibility and practicality for students. Several interactive components were also included, such as reflection prompts, weekly planning templates, progress-monitoring checklists, and self-assessment activities. These features were intended to encourage active learner engagement and facilitate the development of autonomous learning habits.

Overall, the product development stage resulted in an initial prototype of the SRL Guide that was theoretically grounded, contextually relevant, and designed to meet the specific needs of English Education students. The prototype was subsequently submitted for expert validation before being implemented in the field testing stage.

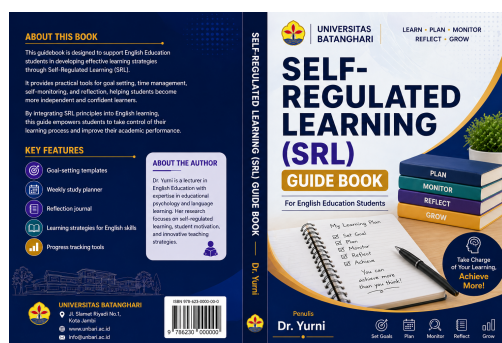


Fig 1. Cover book OF SRL Guide

Content Organization of the SRL Guide

The developed Self-Regulated Learning (SRL) Guide was organized systematically into several chapters designed to support English Education students in developing independent and effective learning habits. Each chapter focused on a particular aspect of SRL and was supported by practical activities, reflective exercises, and contextual examples related to English language learning.

Chapter 1: Introduction to Self-Regulated Learning

The first chapter introduces the concept of Self-Regulated Learning and explains its importance in academic achievement and English language learning. This chapter discusses the characteristics of self-regulated learners, the benefits of SRL, and the relationship between SRL and learner autonomy. In addition, students are encouraged to reflect on their current learning habits and identify areas that need improvement.

Chapter 2: Goal Setting and Learning Planning

The second chapter focuses on helping students establish realistic and achievable learning goals. This chapter introduces strategies for short-term and long-term goal setting, academic planning, and study scheduling. Students are provided with learning plan templates and guided activities to help them organize their English learning activities more effectively.

Chapter 3: Time Management and Learning Organization

This chapter discusses the importance of managing study time and organizing learning activities efficiently. Students are introduced to strategies for prioritizing tasks, minimizing distractions, and balancing academic responsibilities. Practical tools such as weekly study schedules and task management checklists are included to support students in managing their learning routines.

Chapter 4: Self-Monitoring Strategies

The fourth chapter emphasizes the importance of monitoring learning progress. Students are guided to evaluate their understanding, identify learning difficulties, and track their academic progress regularly. Activities such as learning journals, progress charts, and self-monitoring checklists are provided to help students become more aware of their learning processes.

Chapter 5: Motivation Regulation and Emotional Control

This chapter addresses motivational and emotional aspects of learning. It discusses strategies for maintaining learning motivation, increasing self-confidence, and coping with academic stress or frustration during English learning activities. Students are also encouraged to identify personal motivational factors and develop positive learning attitudes.

Chapter 6: Reflection and Self-Evaluation

The final chapter focuses on reflection and self-evaluation as important components of SRL. Students are guided to reflect on their learning experiences, evaluate the effectiveness of the strategies they have used, and identify areas for improvement. Reflection prompts and self-evaluation forms are included to encourage continuous learning improvement and adaptive strategy use.

In addition to the main chapters, the SRL Guide also includes supplementary sections such as motivational quotes, practical learning tips, reflection spaces, and activity worksheets. These features were designed to increase student engagement and make the guide more interactive and applicable to real learning situations in EFL contexts.

Media Validation

The media validation stage was conducted in July 2025 to evaluate the quality, practicality, and visual design of the developed Self-Regulated Learning (SRL) Guide before its implementation in the field testing stage. This validation process was carried out by Sri Dewi, S.Pd., M.Pd., an experienced researcher who has frequently conducted Research and Development (R&D) studies in the field of educational media and instructional design.

Table 1. Media Expert Validation Results Based on Indicators

No.	Validation Indicators	Mean Score	Category
1	Layout and visual appearance of the SRL Guide	4.70	Very Valid
2	Clarity of typography and readability	4.60	Very Valid
3	Organization and consistency of content structure	4.67	Very Valid
4	Attractiveness of illustrations and supporting visuals	4.50	Very Valid
5	Ease of navigation and guide usage	4.75	Very Valid
6	Suitability of design with students' characteristics	4.63	Very Valid
7	Integration of interactive learning components	4.58	Very Valid
8	Overall practicality and usability of the guide	4.72	Very Valid
Average Score		4.64	Very Valid

Discussion

The findings of this study demonstrate that English Education students still experience considerable difficulties in regulating their own learning processes, particularly in goal setting, time management, self-monitoring, and reflective practices. These findings indicate that many students remain dependent on lecturer-centered instruction and have not yet fully developed autonomous learning habits. This condition is particularly concerning in higher education contexts, where students are expected to function as independent learners capable of managing increasingly complex academic demands. The low level of SRL awareness identified in the needs analysis suggests that learner autonomy cannot simply be assumed to emerge naturally through academic experience. Instead, students require systematic guidance and structured intervention to develop effective self-regulatory skills.

The present findings strongly support Zimmerman's theory that self-regulated learning is an active and cyclical process involving planning, monitoring, and self-reflection. However, the findings also reveal a significant gap between theoretical expectations and actual classroom realities. Although SRL has long been recognized as a critical predictor of academic success, many educational practices still emphasize content mastery while paying insufficient attention to the development of learning regulation skills. Consequently, students may possess academic knowledge but still struggle to manage their learning effectively. This issue becomes even more critical in EFL contexts, where language acquisition requires continuous practice, persistence, and independent engagement beyond classroom instruction.

The development of the SRL Guide in this study addresses this gap by transforming abstract SRL theories into practical and structured learning guidance. Unlike many previous SRL interventions that focus only on isolated strategies or short-term training, the developed guide integrates cognitive, motivational, behavioral, and reflective dimensions into a single comprehensive learning tool. This integrative approach is important because SRL is multidimensional in nature and cannot be effectively developed through fragmented instruction. The inclusion of planning templates, self-monitoring activities, reflection journals, and motivational regulation strategies enables students not only to understand SRL conceptually but also to apply it directly in their learning routines.

The positive validation results from experts further indicate that the SRL Guide possesses strong theoretical relevance and practical applicability. The experts emphasized that the guide was well-structured, contextually appropriate for English Education students, and capable of facilitating independent learning habits. This finding aligns with previous studies suggesting that structured SRL interventions significantly improve learning outcomes (Sitzmann & Ely, 2011). Nevertheless, this study

extends previous research by demonstrating that SRL development should not merely rely on instructional strategies delivered by lecturers but should also be supported by practical learning resources that students can use independently.

Another important finding lies in the contextualization of SRL within English language learning. Many previous SRL studies have been conducted in general educational settings without addressing the unique characteristics of language learning. In contrast, this study specifically integrates SRL strategies into EFL-related activities such as academic writing, speaking practice, reading comprehension, and reflective language learning tasks. This contextual integration is essential because language learning involves continuous exposure, active practice, and long-term persistence, all of which require strong self-regulation skills. Therefore, the SRL Guide not only functions as a learning support tool but also as a mechanism for fostering learner autonomy in EFL contexts.

Furthermore, the findings challenge the traditional assumption that students naturally develop independent learning skills once they enter university. The evidence from this study suggests otherwise: higher education students may still lack basic self-regulatory competencies despite years of formal schooling. This reflects a broader educational issue in which academic systems often prioritize academic achievement outcomes while neglecting the processes through which students learn. Consequently, interventions aimed at improving SRL should become an integral component of higher education pedagogy rather than supplementary support.

Despite the promising findings, this study has several limitations. The research was conducted on a limited scale involving students from one English Education program, which may affect the generalizability of the findings. Additionally, the study focused primarily on the initial development and validation stages of the SRL Guide without implementing large-scale dissemination. Future studies are therefore recommended to conduct broader implementation and longitudinal investigations to examine the long-term impact of the guide on students' academic achievement, learner autonomy, and language proficiency.

Taken together, the findings of this study highlight that the development of SRL among English Education students requires more than theoretical awareness; it requires structured, contextualized, and sustainable instructional support. The SRL Guide developed in this study represents an important step toward bridging the gap between SRL theory and classroom practice, particularly in EFL higher education settings where learner independence plays a central role in academic success.

CONCLUSSION AND SUGESTION

This study aimed to develop and validate a Self-Regulated Learning (SRL) Guide for English Education students through a Research and Development (R&D) approach. The findings of the needs analysis revealed that many students still experienced difficulties in regulating their learning independently, particularly in goal setting, time management, self-monitoring, and reflective learning practices. These findings indicate that students require structured instructional support to develop effective self-regulated learning skills, especially in English as a Foreign Language (EFL) contexts where independent learning plays an essential role.

Based on these identified needs, an SRL Guide was developed by integrating cognitive, motivational, behavioral, and reflective dimensions of self-regulated learning. The guide was contextualized to English language learning activities and designed to encourage learner autonomy and active engagement in learning processes. The expert validation results demonstrated that the developed guide possessed high levels of validity in terms of content relevance, instructional design, readability, and practicality. In addition, the findings from the field testing stage indicated that the SRL Guide contributed positively to students' self-regulation skills, learning motivation, and engagement.

The findings of this study reinforce the view that SRL competencies do not develop automatically but require explicit guidance, structured learning support, and continuous practice. Therefore, the developed SRL Guide may serve as a practical instructional resource

to support the development of autonomous and reflective learners in English Education programs.

Based on these findings, several suggestions can be proposed. English lecturers are encouraged to integrate SRL strategies into classroom instruction to help students become more independent and responsible learners. Educational institutions are also recommended to support the implementation of SRL-based learning approaches through academic programs, workshops, and learning support systems. Furthermore, future researchers are encouraged to conduct broader studies involving larger and more diverse participant groups to examine the long-term effectiveness of the SRL Guide in different educational settings. Future studies may also develop digital or technology-based versions of the guide to enhance accessibility and learning engagement in contemporary educational environments.

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