

**SELF-REGULATED LEARNING STRATEGIES FOR ONLINE
ASSIGNMENTS**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY

BANDA ACEH

2026 M / 1448 H

APPROVAL OF SUPERVISOR

SELF-REGULATED LEARNING STRATEGIES FOR ONLINE ASSIGNMENTS

THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense as
One of The Requirements to Obtain a Bachelor's Degree in the Field of
Education in English Language Teaching



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On:

Tuesday, August 20th, 2026 M
Rabiul Awal 7th, 1448 H

In Darussalam, Banda Aceh

Board of Examiners,

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Self-Regulated Learning Strategies for Online Assignments

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 03 Agustus 2026

Saya yang membuat pernyataan



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Sri Rahmayanti

ACKNOWLEDGEMENTS

All praise is due to Allah, the Most Glorious and Exalted, for His endless mercy, blessings, guidance, and strength, which have enabled the researcher to complete this thesis. May peace and blessings be upon Prophet Muhammad, his family, his companions, and all those who faithfully follow his path until the end of time. Completing this thesis has been a meaningful journey filled with valuable lessons, challenges, and experiences. Therefore, the researcher would like to express her sincere gratitude to everyone who has supported, encouraged, and accompanied her throughout this journey.

The researcher would like to express her deepest gratitude to Dr. Risdaneva, MA., who has served as both her academic supervisor and thesis supervisor. Her guidance, patience, encouragement, and thoughtful suggestions have been invaluable throughout the research process and the researcher's academic journey. The researcher is especially thankful for the time and attention she has devoted to guiding this thesis from its early stages to its completion.

Sincere appreciation is also extended to all lecturers and staff of the English Language Education Department, UIN Ar-Raniry Banda Aceh. The knowledge, guidance, assistance, and experiences they have provided throughout the researcher's years of study have contributed greatly to her academic development. The researcher is grateful for their dedication in teaching, guiding, and assisting her throughout her university journey. May Allah reward them for their knowledge, kindness, and dedication.

The researcher is deeply grateful to her beloved parents, Tamrin and Nur Azizah, whose endless prayers, love, sacrifices, and encouragement have been a constant source of strength throughout her education. Her heartfelt thanks also go to her beloved siblings, Erwin Syahputra, Eka Sri Wahyuni, Fadli Syahputra, and Elsa Putri, for always being supportive and encouraging throughout this journey.

The researcher would also like to thank Risda Wulansari, a dear friend who has accompanied her since junior high school and remained an important part of

her life until today. Special thanks are also given to Dzakhirah Izzaati and Arkinal Faranis, who have shared the university journey with her from the beginning and accompanied her through many experiences, challenges, and memorable moments, including the process of completing this thesis. Warm appreciation also goes to her childhood friends, Helma Asura Balqis, Lula Amelia Rikanda, and Syahmanda Rafiska, for their lasting friendship and for continuing to be present through different stages of her life. Their kindness and companionship have made this journey more meaningful.

The researcher also wishes to express her sincere gratitude to all participants who willingly shared their experiences, thoughts, and valuable insights throughout this study. Their openness and willingness to participate made this research possible and contributed significantly to its completion.

Finally, the researcher also wishes to thank all friends and individuals whose names cannot be mentioned individually but who have contributed in various ways throughout her studies and the completion of this thesis. Every act of kindness, encouragement, assistance, and companionship has been sincerely appreciated. May Allah SWT grant them good health, happiness, success, and abundant blessings in this world and the hereafter.

Banda Aceh, 03 Agustus 2026

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ABSTRACT

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Major : English Language Education
Thesis Title : Self-Regulated Learning Strategies for Online Assignments
Supervisor : Dr. Risdaneva, MA.
Keywords : Self-regulated learning, Online assignments, Learning Strategies,
Academic Challenges, English Education Students

This study explored how English Education students applied self-regulated learning (SRL) strategies in completing online assignments and the challenges they experienced in regulating their learning processes. The study employed a qualitative case study with a descriptive approach and used Zimmerman's (2000) self-regulated learning framework as the theoretical framework. The study involved eight students from the 2023 batch of the Department of English Language Education at UIN Ar-Raniry Banda Aceh, selected through purposive sampling. Data were collected through semi-structured interviews with eight participants and a focus group discussion (FGD) involving four participants from the eight interview participants. The data were analyzed using thematic analysis following Braun and Clarke's six-phase approach. The findings showed that students applied SRL through three main practices, namely planning assignments through task understanding, monitoring progress and adjusting strategies during assignment completion, and evaluating past experiences and improving learning habits. Students also experienced challenges related to time management, assignment and instructional conditions, and motivational and personal factors. These findings indicated that SRL during online assignment completion was a dynamic and adaptive process in which students continuously adjusted their learning strategies in response to academic demands and personal challenges. The findings imply that English language teachers can introduce SRL as a useful learning strategy by guiding students to plan their assignments, monitor their progress, adjust their strategies, and reflect on their learning experiences.

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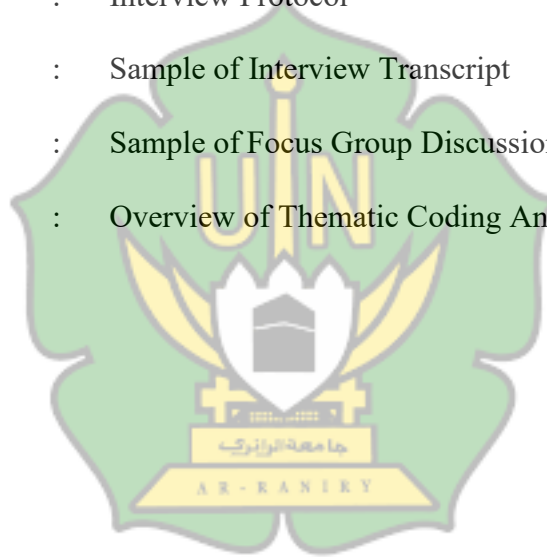
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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study and explains the rationale for conducting the research. It also presents the research questions, research objectives, significance of the study, and the definitions of key terms related to the research. These sections provide an overview of the study and establish the foundation for the subsequent chapter.

A. Background of the Study

The rapid advancement of digital technology has transformed higher education, particularly in teaching, learning, and academic assessment. Universities increasingly utilize digital platforms learning management systems (LMS) such as Google Classroom, Edlink, and other online applications to distribute learning materials, facilitate communication, and manage assignment submissions. Consequently, online assignments have become an essential component of higher education, enabling students to complete academic tasks more flexibly regardless of time and place (Bates, 2019). In addition, LMS improves accessibility, flexibility, learning organization, and interaction between lecturers and students, although challenges related to technological infrastructure and digital competence remain (Wulandari & Tohir, 2024).

Although online assignments provide greater flexibility, they also require students to become more responsible for managing their own learning. According

to Edisherashvili et al. (2022), digital learning environments demand that students effectively regulate various aspects of their learning process in order to achieve sustainable academic success. Therefore, completing online assignments successfully depends not only on academic knowledge but also on students' ability to regulate their own learning effectively.

This issue is especially relevant to English Language Education Department students, who regularly complete various online academic assignments, including reading journal articles, writing essays, preparing presentations, developing teaching materials, participating in online discussions, and completing project-based tasks. These activities require not only English language proficiency but also effective planning, persistence, time management, and independent learning. Therefore, understanding how english language education department students regulate their learning while completing online assignments is essential.

Previous studies have shown that students employ various self-regulated learning strategies to manage their learning in digital and technology-supported environments (Çakıroğlu et al., 2024; Diasti & Hartono, 2023; Öztürk & Mıhcı Türker, 2024). These studies found that students demonstrated different forms of self-regulation in online learning, particularly in managing their learning activities, maintaining engagement, regulating their learning environment and emotions, and managing their time and effort. They also showed that students' self-regulated learning varied according to their level of engagement and the mode of online learning.

However, most previous studies have examined self-regulated learning in broader online learning environments or online lessons, rather than focusing specifically on how students regulate their learning while completing online assignments. In addition, limited research has explored both the strategies students use and the challenges they encounter throughout the online assignment process. Therefore, this study aims to explore the self-regulated learning strategies employed by english language education department students at UIN Ar-Raniry Banda Aceh when completing online assignments and to identify the challenges they encounter during the process.

B. Research Question

1. How do English Education students apply self-regulated learning strategies in completing online assignments?
2. What challenges do English Education students face in regulating their learning processes while working on online assignments?

C. Aim of the Study

Based on the research questions, this study has the following aims:

1. To explore the self-regulated learning strategies employed by English Education students in completing online assignments.
2. To identify the challenges faced by English Education students in regulating their learning processes while completing online assignments.

D. Significance of the Study

The outcomes of this research are projected to provide valuable insights from both theoretical and practical perspectives:

1. Theoretical Significance

This research contributes to the development of studies on self-regulated learning (SRL) in the context of online learning. The findings of this research can enrich the literature on how students manage planning, implementation, and reflection of learning in a digital environment, especially in the context of English Education students at UIN Ar-Raniry.

2. Practical Significance

The results of this research are expected to provide direct benefits to students at UIN Ar-Raniry, particularly in helping them understand effective self-regulation strategies to maintain motivation, overcome digital distractions, and improve the quality of completing online tasks. In addition, the research findings can provide input for lecturers in designing learning approaches that better support student learning autonomy.

E. Terminology

1. Self-Regulated Learning (SRL)

Self-regulated learning (SRL) refers to the process through which learners actively regulate their thoughts, feelings, and behaviours in order to achieve their learning goals (Zimmerman, 2000). Zimmerman explains SRL as a cyclical process involving three phases: forethought, performance,

and self-reflection, through which learners prepare for, regulate, and evaluate their learning. In this study, self-regulated learning refers to the process through which students regulate their own learning while completing online assignments.

2. Online Assignment

Online assignments refer to academic tasks that are accessed, completed, or submitted through digital platforms as part of regular coursework. In this study, the term does not refer to fully online learning, as classroom instruction may still take place face-to-face. Instead, it refers specifically to the use of digital platforms in the assignment process, such as accessing instructions or materials and submitting completed work. These assignments may be managed through learning management systems (LMS) or other online applications. According to Wulandari and Tohir (2024), LMS supports various academic activities, including the distribution of learning materials and the management of assignments.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviews the existing literature and studies that are relevant to the research topic. The theoretical structure explains the key concepts and theories underlying this research, particularly self-regulated learning (SRL) and online assignments, while the relevant studies highlight previous findings and show how they relate to the present study.

A. Self-Regulated Learning

1. Definition of Self-Regulated Learning

Self-regulated learning (SRL) is an important concept in educational psychology that describes how students actively manage their own learning. SRL involves cognitive, metacognitive, motivational, behavioral, and emotional processes that help students work toward their learning goals (Zimmerman, 2013; Panadero, 2017; Basith et al., 2025). Rather than depending completely on external guidance, self-regulated students take an active role in managing their learning according to their goals and academic needs.

Zimmerman (2013) describes SRL as a proactive process in which students set goals and regulate their thoughts, feelings, and behaviors to achieve those goals. Similarly, Pintrich (2000) explains SRL as an active and constructive process that involves monitoring and regulating cognition, motivation, behavior, and the learning context. These perspectives show that SRL is not limited to the use of

learning strategies but also includes students' ability to manage different aspects of their learning.

Recent literature also supports the view of SRL as a multidimensional learning process. Reviews of different SRL models show that cognitive, metacognitive, motivational, emotional, and behavioral components are closely connected in the learning process (Panadero, 2017; Tinajero et al., 2024). Although SRL models may differ in their structure and emphasis, they share the idea that students actively regulate their learning toward particular goals.

Based on these perspectives, SRL can be understood as an active process through which students manage different aspects of their learning in relation to their goals and learning conditions. In this study, Zimmerman's SRL model is used as the main theoretical framework because it provides a clear structure for understanding self-regulation before, during, and after completing an academic assignment.

2. Characteristics of Self-Regulated Students

Self-regulated students are generally characterized by their active involvement and responsibility for their own learning. They set learning goals, choose appropriate strategies, monitor their progress, regulate their effort, and evaluate their performance (Zimmerman, 2013; Panadero, 2017). They may also adjust their strategies according to their progress and the demands of particular academic assignments rather than following the same approach in every situation (Winne & Hadwin, 1998).

Motivation and behavioral control are also important characteristics of self-regulated students. Students need to maintain their motivation and effort in order to apply learning strategies effectively (Pintrich, 2000; Zimmerman, 2013). Therefore, self-regulated students are not only aware of different learning strategies but are also able to make decisions about how they manage their learning.

However, students may have different strengths in particular aspects of SRL. Santoso et al. (2022) found that university students generally demonstrated positive online SRL, although they showed lower confidence and ability in help-seeking, task strategies, and time allocation. This suggests that SRL consists of several processes that may develop differently among students.

3. Zimmerman's Self-Regulated Learning Cycle

Zimmerman explains SRL as a cyclical process consisting of three interconnected phases: forethought, performance, and self-Reflection (Zimmerman, 2000, 2013). These phases describe the regulatory processes that occur before, during, and after students complete an academic assignment or learning activity. Experiences from one academic activity may influence how students approach later assignments, making self-regulation an ongoing process (Panadero, 2017; Tinajero et al., 2024).

a. Forethought Phase

The forethought phase occurs before students begin an academic assignment or learning activity. It includes task analysis and self-motivation. Task analysis involves goal setting and strategic planning, while self-motivation includes beliefs such as self-efficacy, outcome expectations, task interest, and goal orientation

(Zimmerman, 2000, 2013). This phase prepares students to approach their academic assignments with appropriate goals and strategies.

b. Performance Phase

The performance phase takes place while students are working on an academic assignment or learning activity. It mainly involves self-control and self-observation. Self-control refers to the processes students use to direct and maintain their learning, while self-observation involves monitoring their own performance (Zimmerman, 2000, 2013). These processes support students in regulating their actions while completing academic activities.

c. Self-Reflection Phase

The self-reflection phase occurs after students have completed an academic assignment or learning activity. It involves self-judgment and self-reaction, through which students evaluate their performance and respond to their learning outcomes (Zimmerman, 2000, 2013). These evaluations may influence students' goals and approaches to later academic assignments, reflecting the cyclical nature of Zimmerman's SRL model.

4. Self-Regulated Learning Strategies

Self-regulated learning strategies refer to the actions students use to manage their learning in order to achieve academic goals. These strategies may involve cognitive, metacognitive, motivational, behavioral, and resource-management processes (Zimmerman, 2013; Panadero, 2017). The strategies students use may vary depending on their needs, academic assignments, and learning conditions.

Previous studies have identified different SRL strategies in digitally supported learning, including goal setting, environmental structuring, task strategies, time management, help-seeking, self-evaluation, attention regulation, and effort management (Hapsari & Fatmasari, 2022; Santoso et al., 2022; Dai et al., 2023). Hapsari and Fatmasari (2022), for example, reported that EFL undergraduate students used strategies such as environment structuring, help-seeking, self-evaluation, goal setting, time management, and task strategies during undergraduate thesis writing.

More recent research shows that students may use different strategies at different stages of learning. Öztürk and Mıhçı Türker (2024) identified planning and environmental organization before learning; attention regulation, help-seeking, effort management, and time management during learning; and reviewing and self-testing after learning. This suggests that students may adjust their strategies according to the stage and demands of the learning process.

The use of SRL strategies may also be related to students' readiness and learning conditions. Dai et al. (2023) found that students with higher online learning readiness demonstrated higher levels of several SRL strategies, including goal setting, environmental structuring, task strategies, time management, help-seeking, and self-evaluation. Therefore, SRL strategies can be viewed as flexible practices that students use and adjust according to their learning needs and academic situations.

5. Factors and Challenges in Self-Regulated Learning

Self-regulated learning is influenced by personal, behavioral, and environmental factors. From Zimmerman's social-cognitive perspective, these factors interact with one another during the learning process (Zimmerman, 2000, 2013). Personal factors may include motivation, self-efficacy, cognition, and emotions. Behavioral factors relate to students' actions and effort, while environmental factors include learning conditions, resources, and external support (Pintrich, 2000; Zimmerman, 2013).

These factors may support self-regulation, but they can also create difficulties for students. Students may understand how to regulate their learning but still experience difficulties in applying particular strategies consistently. Santoso et al. (2022), for example, identified weaker abilities in help-seeking, task strategies, and time allocation among university students. This indicates that students may experience different levels of difficulty across particular aspects of self-regulation. Learning conditions can also influence students' ability to regulate their learning. Prasse et al. (2024) explain that effective SRL in technology-supported learning depends on different aspects of regulation as well as the conditions in which learning takes place. Therefore, difficulties in self-regulation may be related not only to individual factors but also to the academic and technological environment surrounding students.

Overall, SRL is influenced by the interaction of personal, behavioral, and environmental factors. Understanding these factors provides a broader theoretical

basis for examining self-regulation within academic activities, particularly those involving digital learning environments.

B. Online Assignments

1. Definition of Online Assignments

Online assignments have become an integral part of teaching and learning in higher education as digital technologies are increasingly integrated into educational practices. These assignments are commonly delivered, completed, and submitted through online learning platforms learning management systems (LMS) such as Google Classroom, Edlink or other digital applications. Compared with conventional paper-based assignments, online assignments offer greater flexibility in terms of time, place, and access to learning resources, allowing students to complete academic tasks beyond the physical classroom (Alavi & Leidner, 2001).

In higher education, online assignments are designed not only to assess students' understanding of course materials but also to encourage independent learning, critical thinking, and the effective use of digital resources. Because students are given greater autonomy in managing their learning, online assignments require them to organize their study schedules, access relevant information, and complete academic tasks with limited direct supervision from lecturers.

Recent studies have further highlighted that online assignments require students to demonstrate a high level of self-regulation. Rasheed et al. (2020) found that self-regulation plays an essential role in helping students overcome challenges commonly encountered in online learning, including procrastination, distractions, and ineffective time management.

Based on the literature above, online assignments in this study refer to academic tasks assigned, completed, and submitted through digital platforms, requiring students to regulate their learning independently throughout the completion process. Consequently, the successful completion of online assignments depends not only on students' academic knowledge but also on their ability to apply appropriate self-regulated learning strategies.

2. Characteristics of Online Assignments

Online assignments differ from conventional classroom assignments because they provide greater flexibility while simultaneously requiring higher levels of learner autonomy. Students are generally free to determine when and where they complete their assignments, allowing them to organize their learning according to their individual needs and schedules. However, this flexibility also increases students' responsibility for managing their learning independently (Moore & Kearsley, 2012).

Another characteristic of online assignments is the extensive use of digital technologies throughout the learning process. Students are expected to access online learning materials, search for academic resources, communicate through digital platforms, and submit assignments electronically. These activities require not only digital literacy but also effective time management and the ability to utilize available learning resources efficiently (Hodges et al., 2020).

In addition, online assignments often encourage independent problem-solving and self-directed learning. Since lecturers may not always be immediately available to provide guidance, students are expected to monitor their own learning

progress, seek assistance when necessary, and evaluate the quality of their work before submission. Therefore, online assignments create learning environments in which self-regulated learning becomes an important factor influencing students' academic performance (Broadbent & Poon, 2015).

C. Relevant Studies

Recent studies have examined self-regulated learning (SRL) in online learning contexts, particularly the strategies students use to manage their learning. Hapsari and Fatmasari (2022) identified environment structuring, help-seeking, self-evaluation, goal setting, time management, and task strategies during the completion of academic work. Consistent with these findings, Öztürk and Mihci Türker (2024) reported that students used different strategies before, during, and after online learning, including planning, environmental organization, attention focusing, help-seeking, effort management, time management, and self-evaluation. These studies indicate that students use various self-regulated learning strategies to organize and manage their learning throughout online academic activities.

Previous studies have also identified challenges that may affect students' ability to regulate their learning. Mairi (2025), through a qualitative study, found that students experienced difficulties related to motivation, time management, and well-being while regulating their learning in an online environment. The study also identified the role of support systems and external resources in helping students manage their learning. Their review emphasizes that supporting SRL requires attention not only to students' individual regulation but also to learning design and instructional support. These studies suggest that applying self-regulated learning

strategies does not always occur smoothly, as students may experience both personal and contextual challenges while managing their learning.

More specifically, previous studies have examined SRL in contexts closely related to the present research. Hapsari and Fatmasari (2022) examined online self-regulated learning during undergraduate thesis writing and showed that students used different SRL strategies while completing a specific academic task. However, their study focused specifically on undergraduate thesis writing rather than various online assignments. Öztürk and Mihci Türker (2024) examined strategies used across different stages of online learning, but their study focused on online lessons within a blended learning process rather than specifically on assignment completion. Within UIN Ar-Raniry Banda Aceh, Arani (2023) also investigated self-regulated learning among Physics Education students in the Basic Electronics course. This indicates that SRL has previously been examined within the same university, although in a different academic field and learning context.

Although previous studies have provided valuable insights into self-regulated learning strategies and the challenges students experience, most have examined SRL within broader online learning contexts or particular academic activities. Comparatively less attention has been given to how students apply self-regulated learning strategies throughout the process of completing online assignments and the challenges they experience in regulating their learning during that process. Furthermore, although SRL has previously been investigated at UIN Ar-Raniry Banda Aceh (Arani, 2023), research focusing specifically on online assignment completion among students in the Department of English Language

Education remains limited. Therefore, the present study seeks to explore how students apply self-regulated learning strategies in completing online assignments and the challenges they face in regulating their learning throughout the assignment process.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used to describe the case of English Language Education Department students' self-regulated learning (SRL) strategies and challenges in completing online assignments. It is organized into several sections covering the research design, participants selection and sampling, data collection techniques, and data analysis procedures. These sections provide a clear and systematic explanation of how the case was investigated to develop an in-depth description of students' SRL strategies and challenges within the context of online academic assignments.

A. Research Design

This study employed a qualitative case study design with a descriptive purpose to provide an in-depth description of English Education students' self-regulated learning (SRL) strategies and challenges in completing online assignments. Merriam and Tisdell (2016) explained that qualitative research focused on understanding how people interpreted and made meaning of their experiences within their social and natural contexts. This approach was appropriate for the present study because it focused on understanding and describing students' experiences in applying SRL strategies and challenges while completing online assignments.

The study used a case study design to examine the phenomenon within a specific and bounded context. Descriptive case study aimed to describe a phenomenon and its context in detail (Yin, 2018). In this study, the case was bounded by the English Language Education Department at UIN Ar-Raniry Banda Aceh, particularly students from the batch 2023 and their experiences in completing online assignments. The descriptive purpose allowed the researcher to provide a detailed account of how students applied SRL strategies and the challenges they encountered during the assignment completion process.

To obtain detailed information about the case, the researcher collected data through semi-structured interviews and a focus group discussion (FGD) with purposively selected participants. The data were analyzed thematically to identify patterns related to students' SRL strategies and challenges. Therefore, the qualitative case study design with a descriptive purpose provided an appropriate framework for describing students' SRL strategies and challenges within the specific academic context of online assignment completion.

B. Research Participants

1. Population

The population of this study consisted of undergraduate students from the 2023 cohort of the English Language Education Department at Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh. This population was selected because students from the batch 2023 had completed several semesters of study and had experience completing online assignments across different courses. During their

academic study, they had used various digital platforms to access learning materials, communicate with lecturers and classmates, complete academic activities, and submit assignments. These experiences provided a relevant context for examining how students regulated their learning while completing online assignments and the challenges they encounter.

2. Sample

Participants were selected through purposive sampling because the study required students who had direct and relevant experience with the case under investigation. Merriam and Tisdell (2016) explain that purposeful sampling involves selecting information-rich participants who can provide substantial information about the phenomenon being studied.

The participants were selected based on the following criteria:

1. Students from the 2023 batch who were actively involved in the English Department Student Association (EDSA) community.
2. Students who had experience using digital learning platforms to access, complete, or submit online assignments.
3. Students who voluntarily agreed to participate in the interview and Focus Group Discussion (FGD).

These criteria were established to ensure that the participants had relevant experience and could provide information related to the research questions.

To recruit the participants, the researcher first approached a senior student in the Department of English Language Education who served as a gatekeeper for

accessing students from the 2023 batch. The gatekeeper had established communication with students through departmental student organization activities, particularly EDSA, and assisted the researcher by providing the WhatsApp contact information of 20 potential participants who met the initial participant criteria. The gatekeeper was not involved in selecting the participants. The researcher then contacted each potential participant individually through WhatsApp to introduce the study, explain its purpose and procedures, and confirm their eligibility, willingness, and availability to participate based on the predetermined inclusion criteria.

In total, eight students who met the participant criteria and were willing to participate took part in the semi-structured interviews. Interviewing a relatively small number of participants enabled the researcher to establish rapport with each participant, conduct comprehensive semi-structured interviews, ask probing questions whenever necessary, and explore participants' experiences in greater depth. This approach also facilitated detailed transcription, coding, and thematic analysis of the qualitative data (Miles et al., 2014). After the interviews were completed, six interview participants were invited to participate in the FGD because their responses provided relevant and varied insights related to the issues explored in the study. However, only four participants agreed and were available to participate in the discussion.

C. Data Collection Techniques

Data for this study were collected through semi-structured interviews and a focus group discussion (FGD). The use of these two qualitative data collection techniques was intended to obtain detailed and comprehensive information regarding students' self-regulated learning (SRL) strategies in completing online assignments as well as the challenges they encountered during the process. By combining individual and group-based data collection methods, the researcher sought to gain a deeper understanding of students' experiences and perspectives related to self-regulated learning in online learning environments.

Before conducting the main interviews, the interview questions were piloted with a student who met similar characteristics to the intended participants but was not included in the main study. The piloting was conducted to examine whether the questions were clear, understandable, and relevant to the purpose of the study. It also helped the researcher identify questions that required clarification or adjustment before the main data collection. Based on the piloting process, minor revisions were made to improve the clarity and sequence of several questions.

Semi-structured interviews served as the primary data collection method. This method was considered appropriate because it allowed the researcher to explore participants' experiences, perceptions, and learning behaviors in depth while maintaining flexibility during the interview process (Cohen et al., 2018). The interview questions were developed according to the focus of each research question. Questions addressing the first research question were guided by Zimmerman's (2000) self-regulated learning framework, particularly the three

phases of forethought, performance, and self-reflection. These phases provided a theoretical basis for exploring how participants regulated their learning while completing online assignments. Meanwhile, questions related to the second research question were designed more openly to allow participants to describe the challenges they encountered based on their own experiences. No specific categories of challenges were predetermined, allowing relevant issues to emerge from participants' responses during the interviews. The interviews were conducted either face-to-face interviews or online interviews through Zoom or WhatsApp call depending on participants' availability and preferences. Each interview lasted 15–20 minutes and was audio-recorded with participants' consent.

To complement and strengthen the interview findings, a focus group discussion (FGD) was also conducted. FGD is a qualitative data collection method that allows participants to discuss a particular topic collectively and share their experiences through group interaction. The topics discussed during the FGD were developed based on the preliminary analysis of the interview data, particularly the issues that emerged most frequently or required further exploration and clarification. Through this discussion, participants were encouraged to exchange ideas and perspectives regarding the self-regulated learning strategies they used, the challenges they encountered, and the ways they addressed those challenges while completing online assignments. Participant interaction in FGD can generate valuable insights that may not emerge during individual interviews (Morgan, 1997).

During the semi-structured interviews and the focus group discussion (FGD), participants were encouraged to communicate primarily in english.

However, they were also allowed to use a combination of english and indonesian whenever necessary to clarify their responses or express ideas that were difficult to convey in English. Since the participants were students of the English Language Education Department, English remained the primary language of communication, while occasional code-switching into Indonesian was permitted when needed. This approach allowed participants to explain their experiences more freely while maintaining English as the main language of the interview.

Following the data collection process, all interview and FGD recordings were transcribed verbatim to ensure the accuracy of the data. The transcripts were then organized and prepared for thematic analysis. The use of both semi-structured interviews and FGD provided rich and comprehensive data regarding English Language Education Department students' self-regulated learning strategies in completing online assignments. To protect participants' privacy, pseudonyms or identification codes (P1-P8) were assigned to each participant and used throughout the study instead of their real names.

At the end of each interview and FGD session, the researcher expressed appreciation to the participants for their time and willingness to contribute to the study. Participants were also given an opportunity to provide additional information or clarify any responses that had been discussed during the session.

D. Data Analysis Techniques

The data obtained from the semi-structured interviews and focus group discussion (FGD) were analyzed using thematic analysis following Braun and Clarke (2006). Thematic analysis was chosen because it provides a systematic approach to identifying and organizing patterns within qualitative data. This method was considered appropriate for examining the self-regulated learning strategies used by students and the challenges they experienced while completing online assignments.

The analysis followed six phases. First, the researcher familiarized herself with the data by reading the interview and FGD transcripts several times and making initial notes on relevant responses. The interview participants were assigned participant identifiers P1–P8, while their statements were identified using INT.01–INT.08 at the end of the relevant quotation or statement. FGD data were identified using the label FGD, and these identifiers were used consistently to trace each statement to its data source.

Next, the researcher generated initial codes by identifying meaningful parts of the transcripts related to the research questions. For the first research question, Zimmerman's (2000) self-regulated learning framework was used as a guiding framework in interpreting the emerging codes. For example, initial codes such as reviewing assignment instructions and planning task completion were related to the Forethought phase, while monitoring progress and managing learning distractions were related to the Performance phase. For the second research question, codes were generated inductively from participants' descriptions of their challenges.

Examples included difficulty managing time, procrastination, unclear assignment instructions, and low motivation. A sample of the initial coding process is provided in the Appendix G.

After coding, the researcher grouped similar codes into broader categories based on their meanings and the experiences they represented. For the first research question, codes such as reviewing assignment instructions, planning task completion, and setting goals were grouped into a broader category related to planning assignments. For the second research question, codes such as difficulty managing time, procrastination, and closely scheduled deadlines were grouped into a broader category related to time management. These categories were then developed into major themes that reflected the focus of the research questions.

The researcher then reviewed the potential themes by comparing them with the supporting codes, data extracts, and original transcripts to ensure that they remained grounded in the participants' experiences. Similar patterns were combined, while different ideas were separated. The refined themes were then defined and named according to their central meanings and relevance to the research questions.

Finally, the themes were interpreted and presented in relation to the research questions, the theoretical framework, and previous studies. The interview and FGD data were considered together to identify how the FGD supported, clarified, or added further understanding to the interview findings. Representative quotations from participants were incorporated to support and illustrate each theme, thereby enhancing the credibility and transparency of the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings are organized according to the two research questions concerning students' self-regulated learning strategies in completing online assignments and the challenges they experienced in regulating their learning. The findings were generated through thematic analysis of data obtained from semi-structured interviews and a focus group discussion (FGD). The discussion then interprets the main findings in relation to relevant literature and previous studies.

A. Findings

The findings of this study are organized based on the two research questions that guided the investigation: (1) how English Education students apply self-regulated learning strategies in completing online assignments, and (2) the challenges they face in regulating their learning processes while working on online assignments. Through thematic analysis of the interview and focus group discussion (FGD) data identified six themes, with three addressing the first research question and three addressing the second research question. The first three themes describe students' self-regulated learning strategies, while the remaining three focus on the challenges they experienced during online assignment completion. Table 4.1 below provides a summary of thematic analysis based on research questions.

Tabel 4. 1 Summary of Thematic Analysis Based on Research Questions

Research Questions	Findings
1. How do English Education students apply self-regulated learning strategies in completing online assignments?	1. Planning Assignments Through Task Understanding, Goal Setting and Prioritization 2. Monitoring Progress and Adjusting Strategies During Assignment Completion 3. Evaluating Past Experiences and Improving Learning Habits
2. What challenges do English Education students face in regulating the learning processes while working on online assignments?	1. Time Management Challenges 2. Assignment and Instructional Challenges 3. Motivational and Personal Challenges

1. How Students Apply Self-Regulated Learning Strategies in Completing Online Assignments

a. Planning Assignments Through Task Understanding, Goal Setting and Prioritization

Planning consistently emerged as an important part of participants' self-regulated learning when completing online assignments. Before beginning their work, participants sought to understand the assignment requirements, organize their

learning activities, and establish goals and priorities. Although their specific approaches varied, participants generally described careful preparation as an important step in helping them complete assignments more effectively.

Understanding the assignment requirements was commonly described as the first step in the planning process. Participants reviewed the instructions, checked the deadlines, and identified the resources they needed before deciding how to approach the assignment. P7 explained:

“Usually, I save or screenshot the instruction first. Then I check the deadline. After that, I think about what I need to prepare and I need to find the references first.” (INT.07)

P2 described a similar approach:

“The first thing I do is read the instructions, I check the deadline and try to understand what the lecturer expects. If the topic is difficult, I usually search for references first before I start writing.” (INT.02)

These responses show that participants first considered the requirements and preparation needed before beginning an assignment. This practice was consistently reported across the interviews, as P1–P8 described reviewing assignment requirements, checking deadlines, or considering task demands before starting their work.

A similar pattern was identified in the FGD:

“I read the instructions carefully because I don't want to misunderstand. After that, I normally think about how I'm going to complete the assignment. I feel much more comfortable when I have a clear plan.”

The FGD data also showed that understanding the assignment helped participants determine how they would approach the task before starting their work.

Participants also organized their assignments into smaller and more manageable stages as part of their planning. Some divided their work across several days, while others arranged their activities according to the steps required for a particular type of assignment. P1 explained:

“I usually make a simple plan, I divide the assignment into several parts.

Then, the first day I look for references, the second day I start writing, and the last day I check the assignment again.” (INT.01)

A different approach was described by P4:

“First, I look at the instructions. Then, I search for information, prepare the script. Later, when the deadline is closer, I record the video.” (INT.04)

These accounts illustrate how participants adapted their planning to the nature of the assignment. While P1 distributed the work across several days, P4 organized a video assignment according to the stages required for its completion.

Similar planning practices were reported by P2, P3, P5, P7, and P8, although the specific ways participants organized their work varied according to the type and demands of the assignment.

This pattern was also evident in the FGD:

“The most effective strategy for me is planning my work before I start and breaking the assignment into smaller tasks. It helps me stay organized and not feel overwhelmed.”

The FGD data similarly indicate that breaking assignments into smaller tasks helped participants organize their work and made demanding assignments more manageable.

Another aspect of planning concerned setting goals and determining priorities, particularly when participants had several assignments to complete. Deadlines were an important consideration, but participants also considered the difficulty and workload of each task. P2 stated:

“I make a simple to-do list based on the deadlines. My goal is to submit the assignment on time and produce good work.” (INT.02)

P6 explained:

“If there are many assignments, I arrange which one is the priority and which one can be done later.” (INT.06)

These responses show that participants combined personal goals with task priorities when organizing their assignments. They aimed to complete their work on time while deciding which assignments required more immediate attention. Goal setting and prioritization were evident across all eight interviews (P1–P8), although participants differed in whether they placed greater emphasis on deadlines, assignment difficulty, or workload when determining their priorities.

The FGD data also showed that assignment difficulty influenced how participants determined their priorities:

“I don't only consider the deadline. I also consider which assignment is more difficult. So, I know which one should be finished first.”

This finding indicates that prioritization was not based solely on deadlines. Participants also considered task difficulty when deciding how to allocate their time and effort.

In conclusion, the findings show that planning assignments involved understanding task requirements, organizing the work into manageable stages, setting goals, and determining priorities. Although participants used different approaches depending on the type and demands of the assignment, these strategies helped them establish a clear direction before beginning the assignment completion process.

b. Monitoring and Adjusting Strategies During Assignment Completion

After planning their assignments, participants continued to regulate their learning while working on online assignments by monitoring their progress and adjusting their strategies when necessary. They checked their progress against their plans, reconsidered their priorities, and modified the way they worked when their initial strategies were no longer effective. These adjustments also included seeking academic support and managing distractions to maintain their progress and concentration.

Monitoring progress was commonly described across the interviews. Participants compared their actual progress with their initial plans and considered the remaining time before the deadline. When their progress did not meet their expectations, they made adjustments to continue the task. P7 explained:

“Sometimes, I plan to finish two sections tonight but only completed one, then I know I'm behind schedule. First, I try to understand why that happens. I realized that I spend too much time fixing the small details. So, I stop for a while and move on to the next section. I leave the revision until the end so I can finish all parts of the assignment first.” (INT.07)

P8 described a similar process of monitoring and adjusting:

“I usually monitor my progress by checking which parts of the assignment need to be done and how much time I have left before the deadline. If I realize that I'm behind my original plan, I adjust my priorities. I reduce activities that are not important, study more frequently, choose a quieter place to study, and sometimes ask my friends for clarification so I don't waste my time.” (INT.08)

These responses show that monitoring progress was closely connected to strategy adjustment. P7 changed the way the assignment was completed after recognizing that excessive attention to small details was slowing progress, while P8 reorganized priorities and study activities according to the remaining time. Similar monitoring and adjustment practices were also identified among P1, P2, and P4, indicating that participants did not simply follow their initial plans but reconsidered their strategies when necessary.

A similar pattern was evident in the FGD:

“When I realize that my plan is not working, I usually look at my schedule again and decide which assignment should be prioritized first. Sometimes I

remind myself that finishing the assignment is more important than making every sentence perfect.” (FGD)

The FGD data similarly show that participants reconsidered their priorities when their initial plans did not work as expected. Rather than strictly following their original plans, they adjusted their priorities to maintain progress and complete their assignments.

Participants also adjusted their strategies by seeking academic support when they encountered difficulties that they could not resolve independently. P6 stated:

“If the instructions are not clear, I usually ask the lecturer or ask my friends who already understand the assignment.” (INT.06)

P8 explained:

“I usually try to solve the problem on my own first. I reread the instructions and look for examples from reliable sources. If I'm still confused after that, I ask my friends because they understand the assignment context better.” (INT.08)

These responses indicate that help-seeking functioned as an adjustment strategy when participants experienced difficulties during assignment completion. P6 directly sought clarification from lecturers or peers, while P8 first attempted to solve the problem independently before asking classmates. Similar practices were reported by P1, P2, P3, P5, and P7, showing that participants adjusted their approach when additional clarification was needed.

The FGD responses also highlighted the use of peer support:

“Usually, if one of us doesn't understand the assignment, we discuss it together first before asking the lecturer because sometimes our friends can explain it more simply.” (FGD)

This finding shows that participants also adjusted their learning approach through peer discussion. Rather than immediately relying on lecturers, they sometimes discussed difficulties with classmates to clarify their understanding and continue working on the assignment.

Maintaining concentration was another form of adjustment during assignment completion. Participants recognized that mobile phones, social media, and environmental distractions could interfere with their progress, leading them to modify their learning conditions. P3 described:

“I usually study in my room or in the library. I put my phone on silent and avoid opening social media so I can stay focused while working on the assignment.” (INT.03)

P8 stated:

“When I realize that I have lost my focus, I usually put my phone away and turn on Do Not Disturb mode. I prefer studying alone because I can concentrate better and avoid unnecessary distractions.” (INT.08)

These responses demonstrate that participants adjusted their learning environment when they experienced difficulties maintaining concentration. P3 selected a suitable study location and limited social media use, while P8 controlled phone notifications and preferred studying alone. Similar strategies were reported

across P1–P8, including taking breaks, controlling phone use, avoiding social media, and choosing environments with fewer distractions.

This pattern also appeared in the FGD:

“I usually keep my phone away while working because once I start checking it, it becomes difficult to return to the assignment.” (FGD)

The FGD data indicate that participants were aware of how digital distractions could interrupt their progress. Keeping mobile phones away was one way participants adjusted their learning conditions to maintain concentration and continue working on their assignments.

Overall, the findings show that participants actively monitored and regulated their learning throughout the assignment completion process. They compared their progress with their plans and adjusted their strategies when they encountered delays, difficulties, or distractions. These adjustments included reorganizing priorities, seeking clarification from peers or lecturers, and modifying their learning environment. Therefore, participants' strategies were not fixed throughout the assignment process but were adjusted according to their progress and the demands they encountered.

c. Evaluating Past Experience and Improving Learning Habits

Participants evaluated their previous experiences with online assignments to determine whether their learning habits had been effective. Through this reflection, they identified habits that needed improvement and used their previous experiences to develop more effective approaches for future assignments. Their

evaluations mainly concerned time management, assignment quality, and the consequences of completing assignments inefficiently.

Several participants described changes in their learning habits after experiencing difficulties with their previous approaches. P2 explained:

“I think my way of working has changed quite a lot compared to the first semester. I realized that managing my time is just as important as producing quality work. Now I finish the whole assignment first before reviewing everything.” (INT.02)

P4 reflected on the consequences of completing assignments close to the deadline:

“I used to complete assignments close to the deadline. I realized that it made me more stressed and the quality was not optimal. Now I usually start working about two days before the deadline.” (INT.04)

These accounts show that participants evaluated their previous experiences by considering their effects on the learning process and assignment outcomes. P2 recognized the importance of balancing time management with assignment quality, while P4 changed the habit of starting late after experiencing greater stress and less satisfactory results. Similar patterns were reported by P1–P8, indicating that participants used their previous experiences to recognize habits that were effective as well as those that needed improvement.

A comparable pattern was identified in the FGD:

“Looking back at my experience, I realized I needed to change my habit. Now I try to start earlier, make a simple checklist, and check my progress every few days.” (FGD)

The FGD data similarly show that participants used previous experiences to recognize habits that needed improvement. Their reflection was followed by changes in their learning habits, such as starting assignments earlier, using checklists, and checking their progress more regularly.

Participants also described becoming more organized as they gained experience with online assignments. P1 stated:

“I’m still improving, but I think I’m more organized than before.” (INT.01)

P3 explained:

“I changed my learning strategy because I realized that finishing assignments at the last minute was not effective.” (INT.03)

These responses indicate that previous experiences contributed to improvements in participants' learning habits. P1 described becoming more organized over time, while P3 recognized that completing assignments at the last minute was ineffective and therefore changed the way they approached their work. Similar reflections were found across P1–P8, as participants described becoming more aware of their learning habits and making changes based on previous experiences.

The FGD data also highlighted the importance of adapting learning habits according to different situations:

“Everyone has different strategies and different planning. The important thing is being able to adjust when unexpected things happen and still finish the assignment.” (FGD)

This response shows that participants recognized that their learning habits might need to be adjusted according to different assignment conditions. Rather than relying on one fixed approach, they learned from previous experiences and became more flexible in managing future assignments.

The findings show that participants used previous experiences as a basis for evaluating and improving their learning habits. They recognized ineffective practices, such as starting assignments too late or spending excessive time on particular tasks, and made changes to become more organized, manage their time more effectively, and approach future assignments more efficiently.

2. The Challenges Students Face in Regulating Their Learning Processes While Working on Online Assignments

a. Time Management Challenges

Although participants attempted to organize their learning through planning and scheduling, managing time remained one of the most common challenges during online assignment completion. They explained that study plans often changed because of unexpected responsibilities, competing academic demands, or inaccurate estimates of the time required to complete assignments. Consequently, participants frequently needed to adjust their schedules while the assignments were still in progress.

Maintaining planned study schedules proved difficult for many participants. Most participants prepared a schedule before starting their assignments; however,

unexpected situations often prevented them from following it consistently. P2 explained:

"Usually, I follow the plan at the beginning, but after I start working, sometimes it doesn't go as I expected." (INT.02)

P4 described factors that could interfere with the plan:

"Sometimes my planning doesn't work because there are unexpected activities or other assignments." (INT.04)

These responses show that effective planning did not always guarantee effective implementation. Participants often had to modify their schedules because of additional responsibilities or changing priorities. Difficulties in managing time, and underestimating the time required for assignments, were particularly evident in P5, P6, P7, and P8.

This issue was also evident in the FGD:

"Usually I make a plan first, but not every plan can be carried out because of unexpected activities."

The FGD data similarly show that unexpected circumstances could prevent participants from following their initial schedules, even when they had planned their work in advance.

Another challenge that frequently emerged was procrastination. Several participants admitted postponing assignments when they believed there was still sufficient time before the deadline, even though they recognized that this habit often created additional pressure later. P1 explained:

"If the deadline is still far away, I sometimes think I still have plenty of time. Because of that, I postpone the assignment and don't follow my original plan." (INT.01)

The consequences of delaying assignments were described by P4:

"I used to do assignments close to the deadline. It made me feel more stressed and the quality of my work was not optimal." (INT.04)

These accounts show that delaying assignments affected participants' time management and could also increase stress and reduce the quality of their work. Deadline-related pressure was reported by P2, P3, P5, P6, P7, and P8, with participants describing consequences such as completing assignments close to deadlines, having limited time for revision, and producing work below their expected quality.

A related finding appeared in the FGD:

"Honestly, it often happens because we have other activities. Sometimes one assignment is interrupted by something else, and finally all the assignments are completed close to the deadline."

The FGD response adds an important perspective by showing that delayed assignment completion was not always associated only with personal postponement. Other activities and competing responsibilities could also interrupt participants' progress and result in assignments being completed closer to the deadline.

Participants also experienced difficulty estimating how much time an assignment would actually require. In many cases, tasks took longer than expected

because of repeated revisions or unforeseen challenges, forcing participants to reorganize their schedules. P2 stated:

"I planned to finish it in one hour, but it became two or three hours because I kept revising." (INT.02)

P1 described how limited remaining time required a change in the original schedule:

"When the deadline gets closer, I realize I don't have much time left. Then I have to make a new schedule and focus on finishing the assignment."
(INT.01)

These responses highlight that inaccurate time estimation often disrupted participants' original plans and required them to readjust their learning activities. Comparable experiences were also reflected in the interviews with other participants.

The same difficulty was identified in the FGD:

"Sometimes I think one assignment can be finished in an hour, but it takes much longer than I expected."

This response further illustrates that participants frequently underestimated the time needed to complete assignments, making effective time management more difficult throughout the learning process.

The findings in this theme show that time management remained a persistent challenge despite participants' efforts to plan their learning. Unexpected interruptions, procrastination, and inaccurate time estimation often required them to revise their schedules and adapt their learning strategies while completing online assignments.

b. Assignment and Instructional Challenges

Some of the challenges described by participants were related to the characteristics of online assignments and the instructional context in which the assignments were given. Unclear instructions, demanding assignment requirements, and overlapping deadlines created additional difficulties in managing their learning.

Unclear assignment instructions were a recurring concern. Some participants found it difficult to determine what was expected when the information provided was brief or lacked sufficient detail. P6 explained:

"Sometimes the instructions are too short, so I'm not sure what the lecturer actually wants. I have to ask my friends or the lecturer before I start."

(INT.06)

P8 participant described a similar difficulty:

"There are assignments where I read the instructions several times because I'm afraid of misunderstanding them. Sometimes I still feel confused until I see examples from previous assignments." (INT.08)

These accounts show that uncertainty about assignment requirements could delay participants before they began working. P6 responded by seeking clarification from classmates or the lecturer, whereas P8 repeatedly reviewed the instructions and looked at previous examples. Similar difficulties appeared in other interviews, indicating that participants sometimes needed additional information before they could confidently approach an assignment.

This concern was also identified in the FGD:

"Sometimes everyone interprets the instructions differently. That's why we usually discuss them together before starting the assignment."

The FGD data similarly indicate that unclear instructions could lead to different interpretations among students, requiring additional discussion before they began the assignment.

Participants also described assignment complexity as a challenge. Some tasks demanded extensive reading, critical thinking, or multiple stages of completion, making them more time-consuming than initially expected. P2 described the demands of academic writing:

"Some assignments require us to read many journal articles before we can even start writing. That takes a lot of time." (INT.02)

P4 mentioned different type of complexity was described in relation to video assignments:

"Video projects are difficult because we have to prepare the script, record the video, edit it, and make sure everything follows the instructions." (INT.04)

These examples show that different types of assignments required different forms of preparation, but both demanded considerable time and effort before the work could be completed.

A similar finding appeared in the FGD:

"Some assignments look simple at first, but after we start, we realize there are many parts that need to be completed."

The FGD response indicates that the demands of an assignment were not always immediately apparent. Some tasks became more challenging once participants began working and recognized the number of components involved.

Overlapping deadlines created further difficulty, particularly when assignments from several courses had to be completed within the same period. P1 stated:

"The hardest situation is when several lecturers give assignments at almost the same time. I don't know which one I should finish first." (INT.01)

P5 described the pressure created by this situation:

"Sometimes all the deadlines are in the same week, so even if I have planned everything, I still feel overwhelmed." (INT.05)

These responses indicate that overlapping deadlines complicated participants' efforts to determine priorities and distribute their time across different assignments. The difficulty remained even when participants had already prepared their learning plans, as several tasks required attention within a limited period.

The FGD data showed the same pattern:

"Usually, the problem isn't one assignment. It's when many assignments from different courses have almost the same deadline."

This response illustrates that simultaneous deadlines increased academic pressure and reduced participants' flexibility in organizing their study schedules.

The findings show that participants' difficulties were also related to the conditions surrounding their assignments. Unclear instructions created uncertainty, complex tasks required additional preparation, and overlapping deadlines increased

the number of academic demands participants had to manage within a limited period.

c. Motivational and Personal Challenges

Participants also experienced difficulties related to maintaining motivation and managing their personal learning habits while completing online assignments. The interview data showed that motivation could change during the assignment process, particularly when participants faced demanding workloads or spent a long time working without making the progress they expected. Certain learning habits also made it more difficult for them to follow their plans consistently.

Declining motivation was described in several interviews. P8 associated this experience with having several assignments due within the same period:

"When the instructions are clear, I actually enjoy doing the assignment. But when several assignments are due in the same week, I feel burnt out and overwhelmed before I even start." (INT.08)

P7 described becoming less motivated after working for an extended period:

"At the beginning, I feel motivated. But after working for hours and realizing the assignment is still unfinished, I become tired and start asking myself why it is taking so long." (INT.07)

A similar difficulty was described by P3 regarding the distraction:

"Sometimes I lose motivation and get distracted by social media because I'm tired of thinking about how to finish my assignments." (INT.03)

These responses illustrate that participants' motivation changed throughout the learning process. Heavy workloads, extended working time, and feelings of tiredness or being overwhelmed were associated with declining motivation and greater difficulty maintaining concentration. Similar motivational and emotional difficulties were reported by P1, P2, P4, P5, and P6, indicating that declining motivation or feelings of being overwhelmed occurred across most of the interview accounts.

The FGD data also reflected how participants responded when completing assignments became demanding:

"Sometimes I remind myself that finishing the assignment is more important than making every sentence perfect. I reset my plan so I can still meet the deadline. It doesn't have to be perfect, but it has to be finished."

This response shows that participants sometimes adjusted their expectations when academic pressure increased. Focusing on completing the assignment within the available time helped them continue working instead of spending excessive effort trying to achieve an ideal result.

Participants also identified personal learning habits that made assignment completion more challenging. Spending excessive time on one section, delaying the start of assignments, and waiting until they felt ready to work often disrupted the plans they had established. P7 explained:

"When I write an essay, I spend too much time on the introduction. I keep reading it again and again, changing the sentences because I want it to sound better. Meanwhile, the other sections are still unfinished." (INT.07)

P8 described difficulties with starting assignments early:

"Sometimes I think the deadline is still far away, so I delay starting the assignment. Later, when the deadline gets closer, the workload becomes much heavier." (INT.08)

P6 described a similar difficulty:

"I usually start working only when the deadline is close. I know it isn't effective, but it keeps happening, and honestly, I still don't have a solution." (INT.06)

These responses indicate that participants were often aware of the habits that interfered with their progress. However, recognizing an ineffective habit did not always mean that it was easy to change. Spending excessive time refining particular sections and delaying the start of assignments could disrupt participants' schedules and increase the amount of work remaining as deadlines approached.

A similar pattern was identified in the FGD:

"I usually follow my plan at the beginning, but sometimes one section takes much longer because I want it to be good. I keep reading it again, changing a few sentences, and before I realize it, I'm already behind my schedule."

This response shows that spending excessive time refining one part of an assignment could slow participants' progress and cause them to fall behind their planned schedules.

The findings from this theme show that participants experienced difficulties in maintaining motivation and managing certain learning habits while completing online assignments. Feelings of tiredness and being overwhelmed could interrupt

their progress, while excessive revision and delaying assignments made it more difficult to follow their planned schedules. Although participants were generally aware of these difficulties, maintaining motivation and changing ineffective learning habits remained challenging.

B. Discussion

The findings of this study show that students actively applied self-regulated learning strategies throughout the process of completing online assignments. These strategies involved understanding and planning assignments, monitoring progress and adjusting learning strategies during assignment completion, and evaluating past experiences to improve learning habits. However, the implementation of these strategies was not always consistent because participants also encountered challenges related to time management, assignment demands, instructional support, motivation, and personal learning habits. This indicates that self-regulated learning in online assignments is an ongoing process in which students need to adjust their learning according to the situations they encounter.

The first finding showed that participants regulated their learning before beginning their online assignments by understanding the task requirements, setting goals, and determining which assignments should be prioritized. This finding reflects Zimmerman's (2000) Forethought phase, in which learners prepare for a task through goal setting and strategic planning. This finding is consistent with Hapsari and Fatmasari (2022), who found that students used goal setting and task strategies when completing academic work, and Öztürk and Mıhçı Türker (2024), who also identified planning strategies before students engaged in online learning

activities. However, while these studies focused on thesis writing and broader online learning, the present study specifically shows how students applied planning strategies when managing different types of online assignments as part of their regular coursework. The findings also suggest that planning was not limited to making schedules, as participants first sought to understand the requirements and demands of an assignment before deciding how to approach and prioritize it.

The second finding showed that participants continued to regulate their learning during assignment completion by monitoring their progress and adjusting their strategies when they encountered difficulties. This reflects Zimmerman's (2000) Performance phase, which involves monitoring and regulating actions while working toward a goal. Similar patterns were found by Öztürk and Mıhcı Türker (2024), who identified strategies such as attention focusing, help-seeking, and time management during online learning, while Hapsari and Fatmasari (2022) also found that students used help-seeking and environment structuring during academic work. However, the present study shows that these strategies were closely interconnected during the actual process of completing assignments. When participants recognized difficulties, they did not only monitor their progress but also responded by adjusting their plans, changing their approach, managing distractions, or seeking support. Thus, monitoring in this study was directly connected to the actions students took to overcome difficulties.

The third finding showed that participants reflected on their previous assignment experiences by evaluating their learning process, identifying ineffective habits or strategies, and considering improvements for future tasks. This finding

corresponds with Zimmerman's (2000) Self-Reflection phase. Similar findings were reported by Hapsari and Fatmasari (2022), who identified self-evaluation as one of the strategies used by students during academic work, and Öztürk and Mihci Türker (2024), who found that students evaluated their learning after engaging in online learning activities. However, the present study shows that participants did not only evaluate the quality of their completed assignments but also reflected on how they managed their time, motivation, concentration, and learning habits throughout the process. Their previous experiences therefore became a basis for considering changes and improving how they approached future assignments.

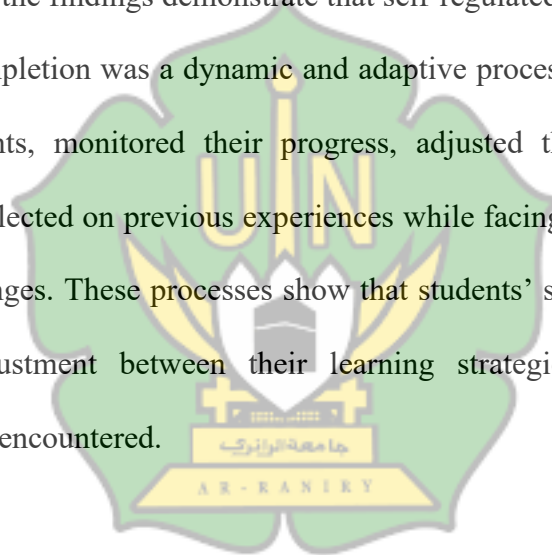
Despite applying various learning strategies, time management remained one of the main challenges experienced by participants during online assignment completion. The difficulties included procrastination, inaccurate estimation of the time needed to complete assignments, overlapping deadlines, and managing several academic responsibilities at the same time. This finding is consistent with Mairi (2025), who identified time management as one of the challenges students experienced while regulating their learning in online environments. Astuti (2024) also highlights the relationship between self-regulated learning and academic procrastination. However, the present study shows that the problem was not simply the absence of planning, as some participants had already created schedules or priorities but struggled to follow them when assignments required more time than expected or when several responsibilities occurred simultaneously. This suggests that managing time during online assignment completion required students to continuously adjust their plans according to actual academic demands.

The fifth finding showed that participants' ability to regulate their learning was also influenced by the characteristics and conditions of the assignments they were required to complete. Unclear instructions, demanding tasks, and overlapping deadlines sometimes made it difficult for participants to determine how they should approach their work. This finding is in line with Prasse et al. (2024), who explain that self-regulation in technology-supported learning is influenced by the conditions in which learning takes place, and Usman et al. (2024), who emphasize the importance of appropriately designed learning activities in supporting students' self-regulation. However, the present study provides a more specific understanding of how these conditions affected students during actual assignment completion. Participants often needed to take additional actions, such as rereading instructions, searching for examples, seeking clarification, or reorganizing their schedules. Thus, the findings suggest that students' self-regulation was influenced not only by their individual strategies but also by the clarity and demands of the assignments themselves.

The final finding showed that participants experienced motivational and personal challenges, including declining motivation, fatigue, feeling overwhelmed, procrastination, difficulty initiating assignments, and perfectionistic tendencies. These challenges sometimes affected their ability to apply learning strategies consistently. This finding is consistent with Mairi (2025), who identified motivation and well-being as important challenges affecting students' self-regulation in online learning. Similarly, Diasti and Hartono (2023) found that students needed to regulate their emotions and learning strategies when dealing with difficulties in

online learning. However, the present study provides a more specific picture of the gap between knowing an effective strategy and consistently applying it. Participants were sometimes aware that procrastination or excessive revision was ineffective, yet they still experienced these behaviors. This suggests that having knowledge of effective learning strategies does not automatically guarantee that students can consistently apply them when they experience reduced motivation, fatigue, or personal pressure.

Overall, the findings demonstrate that self-regulated learning during online assignment completion was a dynamic and adaptive process. Participants planned their assignments, monitored their progress, adjusted their strategies, sought support, and reflected on previous experiences while facing various academic and personal challenges. These processes show that students' self-regulation involved continuous adjustment between their learning strategies and the academic conditions they encountered.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn from the findings and analysis discussed in the previous chapter. Furthermore, the suggestions are provided to offer useful considerations for future research related to this topic.

A. Conclusion

This study explored how English language Education Department students applied self-regulated learning strategies in completing online assignments and the challenges they experienced in regulating their learning processes. The findings showed that students applied SRL through three main practices, planning assignments through task understanding, goal setting and prioritization, monitoring progress and adjusting strategies during assignment completion, and evaluating past experiences and improving learning habits. These practices showed that students organized their work before starting, monitored and modified their approaches while completing assignments, and used previous experiences to improve their future learning.

The findings also revealed three main challenges affecting students' learning regulation, time management challenges, assignment and instructional challenges, and motivational and personal challenges. Students experienced difficulties in maintaining schedules, managing multiple assignments, dealing with

unclear or demanding tasks, and maintaining motivation and concentration. These challenges did not simply prevent students from applying SRL strategies, instead, they required students to reconsider their plans, seek support, and modify their learning approaches during the assignment process.

Overall, this study concludes that English Language Education Department students actively applied self-regulated learning strategies throughout the process of completing online assignments. These strategies involved understanding and planning assignments, monitoring progress and adjusting learning strategies, and evaluating past experiences to improve future learning habits. At the same time, students' self-regulation was influenced by challenges related to time management, assignment and instructional demands, and motivational and personal factors, requiring them to adapt their learning approaches to the conditions they encountered.

B. Suggestion

Based on the findings of this study, students are encouraged to develop more consistent learning routines when completing online assignments, particularly in managing time, setting realistic schedules, and monitoring their progress. Since several participants experienced difficulties with procrastination, inaccurate time estimation, and maintaining motivation, students may benefit from dividing assignments into manageable stages and adjusting their plans when difficulties arise rather than waiting until deadlines approach.

Lecturers and English language teachers are encouraged to introduce self-regulated learning as a useful learning strategy and provide students with

opportunities to practice it in their academic activities. Teachers may guide students to set goals, plan assignments, monitor their progress, adjust their strategies, and reflect on their learning experiences. They may also support SRL by providing clear assignment instructions, manageable deadlines, and sufficient clarification regarding task requirements. Since unclear instructions, complex tasks, and overlapping deadlines were identified as challenges, appropriate assignment design and instructional support may help students develop greater awareness and control over their learning while maintaining responsibility for independent learning.

Finally, future researchers may investigate self-regulated learning in online assignments with participants from different academic programs, cohorts, or institutions to provide a broader understanding of the phenomenon. Future studies may also examine particular challenges identified in this study, such as procrastination, motivation, assignment complexity, or instructional support, in greater depth. Since the present study used a qualitative approach with eight interview participants and four participants involved in the FGD, future research could also employ quantitative or mixed-method approaches with larger samples to examine whether similar patterns occur across wider student populations.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 345 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 84 Tahun 2013, tentang perubahan Institut Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengkaderan, Penetapan dan Pemberian PNS di Lingkungan Departemen Agama; 10. Keputusan Menteri Agama Nomor 2634/KM.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Institut Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	MEMUTUSKAN Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KEBANYAK KEDUA	Mengangkat Dr. R. K. A. N. I. K. V. Dr. R. K. A. N. I. K. V.
	Untuk membimbing Skripsi Nama : Nri Rahmayanti NIM : 230203043 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Self-Regulated Learning Strategies for Online Assignments
KETIGA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	Pembayaran akibat keputusan ini dibebankan pada DIPRA UIN Ar-Raniry Banda Aceh Nomor SP DIPRA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
KELIMA KEENAM	Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan; Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
 Pada tanggal : 05 Juli 2025
 Dekan


Saiful Muhik

Tambahan

- 1. Dekan Kementerian Agama RI di Jakarta
- 2. Dekan Pendidikan Islam Kementerian Agama RI di Jakarta
- 3. Direktur Perguruan Tinggi Islam, secara berkala ke UIN Ar-Raniry Banda Aceh
- 4. Ketua Pelaksana Perencanaan Regerasi (KPPR), di Banda Aceh
- 5. Rektor UIN Ar-Raniry di Banda Aceh
- 6. Kepala Bagian Keuangan dan Manajerial UIN Ar-Raniry Banda Aceh
- 7. Yang bersangkutan
- 8. Arsip



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4832/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203043

Nama : SRI RAHMAYANTI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : TR.ANGKASAH.LAE BUTAR 01 LAE BUTAR

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***SELF-REGULATED LEARNING STRATEGIES FOR ONLINE ASSIGMENTS***

Banda Aceh, 06 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 14 Agustus 2026

Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Appendix C: Confirmation Letter from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : plb.ftk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-441/Un.08/PBI/Kp.01.2/7/2026

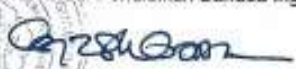
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Sri Rahmayanti
NIM : 220203043
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Tr. Angkasah, Laebutar, Kec. Gunung Meriah

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Self-Regulated Learning Strategies for Online Assignment"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperiunya.

Banda Aceh, 23 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahlana



Appendix D: Interview Protocol

Research Title:

Self-Regulated Learning Strategies for Online Assignments

Interview Information

Interview Method : Semi-Structured Interview

Participant : Batch 2023

Estimated Duration : Approximately 15-20 minutes

Interview Language : Primarily English, with Indonesian when necessary

Brief Introduction

Before the interview began, participants were informed about the purpose of the study, the voluntary nature of their participation, the confidentiality of the information they provided, and the use of audio recording for research purposes. They were also given a brief explanation of self-regulated learning strategies and challenges in completing online assignments to ensure a shared understanding of the concepts discussed during the interview.

For the purpose of this study, self-regulated learning strategies for online assignments refer to the ways students actively manage their own learning when completing academic assignments through digital or online platforms. These strategies involve how students prepare and plan before starting an assignment, manage and monitor their learning while working on it, and evaluate and adjust their learning after completing the assignment. Challenges refer to any difficulties or obstacles students experience in regulating their learning throughout the process of completing online assignments, including those that may arise from themselves, the assignments, or their learning environment.

Semi-Structured Interview Questions:

The following questions served as the main interview guide. Additional probing questions were asked when necessary to obtain more detailed information based on participants' responses.

1. When you receive an online assignment, what do you usually do before starting to work on it?
2. How do you set goals or make a plan for completing an online assignment?
3. While working on an online assignment, how do you manage your time and keep yourself focused and motivated?
4. How do you monitor your progress while completing an online assignment?
5. After completing an online assignment, how do you evaluate the way you worked on the assignment?
6. How does your experience with previous online assignments influence the way you approach future assignments?
7. What challenges do you usually face in managing your learning while completing online assignments?
8. How do these challenges affect your learning process, and what do you usually do to deal with them?

Appendix E: Sample of Interview Transcript

Transcription of interview P7

R: When you receive an online assignment, what do you usually do before starting to work on it?

P7: Usually, I save or screenshot the instructions and check the deadline. I also write down important points from the lecturer. Then, I think about what I need to prepare. For example, for a video assignment, I prepare the script, recording, and editing. For a written assignment, I find the references first.

R: How do you set goals or make a plan for completing an online assignment?

P7: I usually make a mental plan. For example, tonight I should finish finding the resources, and tomorrow I will start writing. If my plan changes, I adjust it. If something is not urgent, I move it to the next day, but when the deadline is close, I continue until it is finished.

R: While working on an online assignment, how do you manage your time and keep yourself focused and motivated?

P7: I look at the deadline and the difficulty of the assignment. If an assignment requires more effort, I start it earlier. My biggest motivation is responsibility because I feel that I have to finish my assignments. When I lose focus, I usually take a short break and then continue working.

R: How do you monitor your progress while completing an online assignment?

P7: I compare my progress with the target I set. If I planned to finish two sections but only completed one, I know I am behind schedule. Then, I try to understand the reason and move to the next section instead of spending too much time on small details.

R: After completing an online assignment, how do you evaluate the way you worked on the assignment?

P7: Sometimes I reflect, especially when the assignment is important or stressful. I usually evaluate whether my method was effective, especially how much time I spent on each part.

R: How does your experience with previous online assignments influence the way you approach future assignments?

P7: In the past, I usually finished one assignment completely before moving to another. But when deadlines are close together, that strategy does not always work. So, I adjust my strategy depending on the assignments and deadlines.

R: What challenges do you usually face in managing your learning while completing online assignments?

P7: My main challenge is managing several assignments at the same time. Sometimes I spend too much time on one assignment because I overthink whether the result is good enough. This makes my progress slower.

R: How do these challenges affect your learning process, and what do you usually do to deal with them?

P7: I can become exhausted and stressed, and I sometimes have less time for other assignments. To deal with this, I set a time limit for each section. If it is not perfect yet, I move on and revise it later. If another assignment is more urgent, I prioritize that one first.



Appendix F: Sample of Focus Group Discussion Transcript

Participants: P1, P2, P3, P4

Moderator: R

Topic 1: From Planning to Action: Applying Learning Plans in Real Situations

R: During the interviews, many of you mentioned making plans before starting an assignment. However, the plan does not always work as expected. Why do you think there is sometimes a gap between planning and actually following the plan?

P2: Sometimes one section takes much longer because I want it to be good. I am quite perfectionistic, so I keep rereading and revising. I may plan to finish something in one hour, but it can take two or three hours.

R: So, perfectionism can make the original plan change. Does anyone have a different experience?

P1: For me, sometimes the problem is procrastination. If the deadline is still far away, I think I still have plenty of time, so I postpone the assignment. When the deadline gets closer, I have to make a new schedule.

P4: I agree. Unexpected activities, other assignments, or feeling tired can also make the plan change.

R: When you realize that your original plan is no longer working, what do you usually do?

P2: I look at my schedule again and decide which assignment is more important. Sometimes I remind myself that finishing the assignment is more important than making every sentence perfect.

P4: I usually review my schedule and focus on the most urgent assignment first.

R: So, rather than following the original plan strictly, you adjust it according to the situation?

P2: Yes, because unexpected things can happen. The important thing is to adjust the plan and still finish the assignment.

Topic 2: Managing Multiple Assignments and Competing Priorities

R: Let's move to another situation. When you have several assignments with similar deadlines, how do you decide which one to prioritize?

P2: I usually look at the deadline first, but I also consider the difficulty and how much time the assignment needs. If an assignment is difficult and requires more time, I usually start with that one.

R: Does everyone use the same consideration?

P4: Mostly, yes. I usually prioritize based on the deadline and then consider the difficulty because difficult assignments normally take longer.

P1: I do the same. If the deadlines are similar, I choose the more difficult one first. If I spend too much time on one assignment, I may stop and continue another task so I do not miss another deadline.

R: What happens when assignments are completed too close to the deadline?

P4: Usually, I have less time to check the assignment, so there may be mistakes or the quality is not as good.

P2: Yes, and sometimes several assignments end up being completed close to the deadline. That's why I try to work on them little by little.

Topic 3: Maintaining Self-Control, Focus, and Motivation

R: Many students know that procrastination and distractions can affect their learning, but they still find it difficult to stay focused. What makes this difficult?

P1: For me, the biggest distraction is my phone. Sometimes I only want to reply to a message, but I end up spending more time than I planned.

R: What do you usually do when you realize that your phone is distracting you?

P1: I put my phone away and turn on Do Not Disturb mode.

P2: I also keep my phone away. If I need to reply to WhatsApp, I use my laptop instead because once I hold my phone, there are too many distractions.

R: What about motivation? Does anyone experience losing motivation even when there is an assignment to finish?

P3: Yes, especially when I am tired. I usually take a break until my motivation comes back.

P4: Sometimes I already plan to work on an assignment, but when the time comes, I don't feel motivated, so I postpone it.

R: So, knowing that procrastination is harmful does not always make it easy to avoid?

P4: Yes. Motivation is not always stable, and sometimes there are many distractions.

P1: Sometimes it is also because I want the assignment to be perfect. I spend too much time fixing small details, so the assignment becomes delayed.

Topic 4: Reflection and Continuous Improvement

R: Let's look back at your previous experiences. Have you ever changed your learning strategy because you realized that your previous way of working was not effective?

P2: Yes. My way of working has changed quite a lot. Before, I thought that spending more time on one assignment meant the result would be better. But after having many deadlines at the same time, I realized that managing time is also important. Now I don't keep revising something endlessly. If it is already good after checking, I submit it.

R: How about the others? Have your previous experiences changed your habits?

P4: Yes. I used to work close to the deadline, but I realized it made me more stressed and the quality was not as good. Now I try to start about two days before the deadline.

R: Does the new strategy always work?

P4: Not always. If the assignment seems easy, sometimes I still work on it close to the deadline.

P1: I also changed my strategy. Now I try to start earlier, make a simple checklist, and check my progress every few days. I'm still improving, but I think I'm more organized than before.

R: So, changing a strategy does not necessarily mean that the old habit disappears completely?

P1: Yes, sometimes I still return to the old habit, but not as often as before.

Topic 5: Best Practices of SRL

R: Based on all your experiences, what self-regulated learning strategy has been the most helpful for you?

P3: For me, setting clear goals is the most effective. I decide what I want to achieve from the beginning.

P2: For me, it is planning and breaking the assignment into smaller tasks. I don't have to finish everything in one sitting. I complete one part first and continue with the next part later. It makes the assignment feel more manageable.

R: Does anyone have a different strategy?

P1: I use a simple checklist and study in a quiet place. I divide the assignment into smaller tasks and keep my phone away. That helps me stay focused.

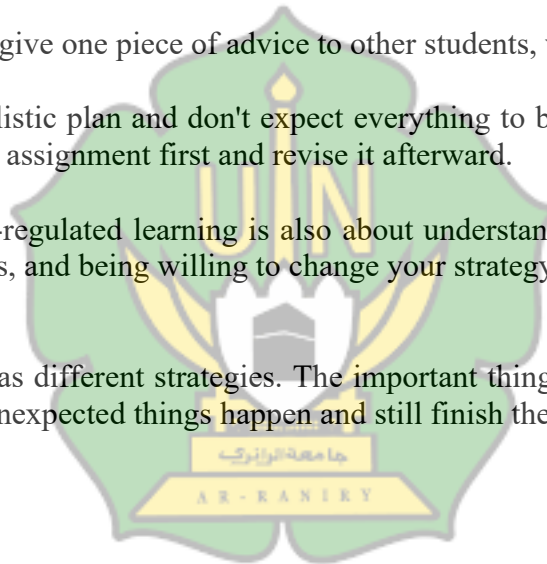
P4: I prefer a priority list and a simple daily plan. I write down all my assignments, arrange them according to the deadlines, and work on them one by one.

R: If you could give one piece of advice to other students, what would it be?

P2: Make a realistic plan and don't expect everything to be perfect. It is better to finish the whole assignment first and revise it afterward.

P1: I think self-regulated learning is also about understanding yourself, knowing your weaknesses, and being willing to change your strategy when the old one is no longer effective.

P2: Everyone has different strategies. The important thing is being able to adjust the plan when unexpected things happen and still finish the assignment.



Appendix G: Overview of Thematic Coding Analysis

a. Semi-Structure Interview

RQ	Sample Quote	Meaning Unit	Initial Code
RQ1	"The first thing I do is read the instructions from the lecturer carefully." (P2)	The participant checks assignment requirements before starting (Forethought)	Reviewing assignment instructions
RQ1	"Saya melihat tugas mana yang deadline-nya paling dekat, lalu saya kerjakan terlebih dahulu." (P5)	The participant prioritizes assignments according to their deadlines (Forethought)	Prioritizing assignments based on deadlines
RQ1	"Saya mencoba mengurangi membuka media sosial saat sedang belajar..." (P7)	The participant controls distractions while studying (Performance)	Managing learning distractions
RQ1	"However, if there is something I don't understand, I usually discuss it with my classmates." (P2)	The participant seeks peer support when experiencing difficulty (Performance)	Seeking peer support when facing difficulties
RQ1	"Reflection helps me improve my performance for the next assignment." (P7)	The participant uses reflection to improve future performance (Self-Reflection)	Using self-reflection to improve future performance
RQ1	"I realize bahwa mengerjakan tugas lebih awal membuat hasilnya lebih baik dan mengurangi stres." (P6)	The participant changes learning strategies based on previous experience (Self-Reflection)	Adopting improved learning strategies through reflection
RQ2	"When I get many assignments at the same time." (P5)	The participant experiences difficulty when receiving many assignments simultaneously	Experiencing excessive workload
RQ2	"Karena ngerasa deadline-nya itu masih lama." (P3)	The participant postpones assignments because the deadline seems far away.	Delaying tasks due to distant deadlines
RQ2	"Kalau kita kerjainnya di waktu yang dekat deadline hasil dari tuganya kadang ga perfect" (8)	The participant considers working close to the deadline ineffective.	Perceiving last-minute work as ineffective

b. Focus Group Discussion

RQ	Sample Quote	Meaning Unit	Initial Code
RQ1	“usually the first thing I do is check the deadline and read the assignment instructions carefully.” (P1)	Checking assignment requirements before starting	Checking deadlines and instructions
RQ1	“If it seems difficult, I try to understand what I have to do first.” (P3)	Understanding the task before beginning	Understanding task requirements
RQ1	“After that, I normally think about how I'm going to complete the assignment.” (P3)	Deciding how to complete the assignment	Planning task completion
RQ1	“Jadi saya reset kembali rencana supaya tetap sesuai deadline.” (P2)	Changing the original plan to meet the deadline	Revising the original plan
RQ1	“Jadi biasanya HP saya taruh jauh dari tempat saya mengerjakan tugas.” (P4)	Controlling phone-related distractions	Removing smartphone distractions
RQ2	“Kalau deadline masih jauh, I sometimes think that I still have plenty of time.” (P2)	Delaying an assignment because the deadline is still far away	Procrastination
RQ2	“Akhirnya semua tugas selesai dekat deadline.” (P3)	Completing assignments close to the deadline	Deadline pressure
RQ2	“Saya tidak mengerjakan semuanya sekaligus karena nanti jadi overwhelmed” (P1)	Difficulty managing several assignments at once	Feeling overwhelmed by multiple assignments
RQ2	“I prioritize difficult assignment dulu karena need much longer time to do it.” (P4)	Difficult assignments requiring more time	Assignment difficulty
RQ2	“tapi pas hari itu saya nggak ada motivasi untuk ngerjain.” (P3)	Losing motivation to start an assignment	Low motivation
RQ2	“For me, the biggest distraction is my phone.” (P2)	Phone becoming a major source of distraction	Smartphone distraction
RQ2	“I spend too much time fixing small details.” (P4)	Spending too much time revising small details	Excessive revision