

EXPLORING SELF-REGULATED LEARNING: INSIGHTS FROM A PHENOMENOLOGICAL PERSPECTIVE

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Abstract:

Education plays a central role in sustainable development, providing individuals with the knowledge, skills, and attitudes necessary to create a sustainable future. A key aspect of this educational process is self-regulated learning (SRL), which refers to the self-directed process through which learners transform their intellectual skills into academic skills. This article aims to examine the phenomenon of self-regulated learning from a phenomenological perspective by focusing on the lived experiences of researchers. This research provides valuable insights for educators and policymakers who wish to promote self-regulated learning in educational settings and thereby contribute to the broader goal of sustainable development.

Keywords: Self-Regulated Learning, Sustainable Development, Motivation, Phenomenology.

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Introduction:

Sustainable development requires people who can think critically, solve problems, make informed decisions and act responsibly. These competencies are closely related to the skills promoted by SRL such as goal setting, self-monitoring, and self-evaluation. Self-regulated learning (SRL) is a key conceptual framework for understanding the cognitive, motivational, and emotional aspects of learning. SRL has made an important contribution to educational psychology since the first publications in which scholars began to distinguish between SRL and metacognition. (Zimmerman, 1986; Pintrich et al., 1993a).

Objectives:

- To explore the phenomenon of self-regulated learning from a phenomenological perspective.
- To understand how students perceive and practice self-regulated learning.
- To provide educators and policy makers with insights into promoting self-regulated learning in educational institutions.

Self-Regulated Learning:

Self-regulated learning was first formally studied by psychologists in the 1980s and 1990s. One of the leading researchers in this field, Barry Zimmerman, described it as "Self-regulation is not a mental ability or an academic performance skill; rather, it is the self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for themselves proactively rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals (Zimmerman, 2002).

Self-regulated learning is inherently constructive and self-directed (Winne,1995). Self-regulated learning, or

self-regulation, is an active, constructive process in which learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and context become features in the environment (Pintrich, 2000b, p. 453). Another prominent researcher in the field of self-regulated learning, Paul Pintrich, described self-regulated learning as four areas of regulation (cognition, motivation, behavior, and context) and four phases of regulation, which describe the types of tasks show how self-regulatory learners engage (Schunk, D. H, 2005; Pintrich, 2004) Winne (1995) described self-regulated learning as inherently constructive and self-directed.

Definitions of self-regulated learning :

- Self-regulated learning is defined by three characteristics: students' use of self-regulated learning procedures, responsiveness to self-oriented feedback about learning efficacy, and interdependent motivational processes. (Zimmerman, 1990 (C-4521)).
- The concept of self-regulated learning does not have a simple and unambiguous definition. Educational psychologists have focused on the academic side of the school, notably learning and achievement goals, to reduce the breadth of students' abilities to self-regulate (Boekaerts, 2005).
- Self-regulated learning is defined as learning that is controlled by oneself. Students can be regarded as self-regulated to the extent that they are active participants in their learning process, metacognitively, motivationally, and behaviourally (Zimmerman, 1986, 1989).
- Self-regulated learning is a high-intensity exercise that engages all areas of the brain. Full attention and concentration, self-awareness and introspection, honest self-evaluation, openness to change, true self-discipline, and acceptance of responsibility for one's learning are all part of this practice (Zimmerman, 2001, 2002; Zimmerman & Schunk, 2001). [CREATING SELF-REGULATED LEARNERS, 2013, P-4]
- As cited in the book *Creating Self-Regulated Learners* (2013), P-10], self-regulated learning is a set of practices that almost any learner may comprehend and develop. It does not necessitate a certain level of intelligence or ability (Schraw, 1998; Schraw & Dennison, 1994; Schunk & Zimmerman, 1998).

Self-Regulated Learning (SRL) as a process:

Self-Regulated Learning (SRL) is a self-directed process that enables learners to convert their psychological capacities into skills relevant to various tasks. This process involves self-generated behaviors, thoughts, and actions, all strategically planned and implemented to achieve a learning goal. SRL can be taught and learned, playing a crucial role in learners' development by enhancing learning effectiveness and efficiency. It underscores the importance of personal responsibility and control over the acquisition of knowledge and skills (Zimmerman, 1990).

SRL drives students towards mastering learning (Majid & Sudira, 2017) and is a sequential set of practices that can be understood and developed by virtually any learner, without requiring any special level of skill or intelligence. SRL is viewed as an act of self-influence within a sociocultural context, with the process varying for everyone.

SRL is a process where learners perceive learning as a systematic and controllable process, accepting great responsibility for their achievement outcomes (Borkowski, Carr, Rellinger & Pressley, in press; Zimmerman & Martinez, 1986, 1990). Self-regulated learners are often characterized by high levels of self-motivation or proactive behavior. They approach educational tasks with diligence, confidence, and resourcefulness (Zimmerman, 1990). They monitor their cognition (metacognition), set goals, plan strategies to achieve those goals, and evaluate those strategies. They also can regulate and control their behavior. In essence, SRL is an active, constructive process where learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and environmental features (Pintrich, 2000).

The benefits of SRL for students include assistance in completing their work, achieving higher grades, and acquiring life skills. Strategies based on self-regulation can enhance students' SRL and improve their learning outcomes. Furthermore, SRL is associated with conceptual understanding and digital literacy within specific learning contexts.

Self-Regulated Learners:

Self-regulated learners approach educational tasks with assurance, integrity, and resourcefulness. Most importantly, self-regulated learners know when they know a fact or have a skill and when they do not. Unlike their passive classmates, self-regulated students actively seek out information when required and take the necessary steps to master it. When they face challenges such as poor study conditions, perplexing teachers, or difficult textbooks, they find a way to succeed. Self-regulated learners see learning as a systematic and disputable process, accepting greater responsibility for their success. (Borkowski, Carr, Rellinger, & Pressley, in press; Zimmerman & Martinez-Pons, 1986, 1990).

Lifelong learners come in all shapes and sizes, but they share specific characteristics: they plan their learning activities before engaging in them. They monitor what they are doing when they are learning, not just the cognitive processes also their emotions, behavior, and even their physical environment. They exercise control over their learning, choosing appropriate strategies and tasks without needing a teacher to tell them what to do, and making changes when what they are doing is not working as well as it could. Moreover, they reflect on what they do when they learn something after the task is done to analyze whether their choices were effective and how they could do better next time. The type of learning that exhibits these skills, attitudes, and behaviors is called self-regulated learning.

Discussion:

1. (Pintrich, 2004; (retrieved from (<https://rtalbert.org/flipped-learning-srl/> 2022) recorded tasks involving self-regulated learners as Self-regulated learning (SRL) has been defined in various ways by many researchers (Altas, EA, & Mede, E., 2020).

- The term became popular in the 1980s due to the emphasis on students' emerging autonomy and responsibility for their learning (Bandura, 1986). The two real names that SRL studied extensively were Zimmerman and Pintrich. Zimmerman,2000) defined SRL as generating thoughts, feelings, and actions that

are planned and cyclically ordered to achieve personal goals ((Altas, EA, & Mede, E., 2020;). Altas, EA, & Mede, E., 2020). As for Pintrich (2000), SRL meant an active, constructive process in which learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided, and constrained by their goals and the contextual features of the environment (p.453). Furthermore, Hadwin (2008) described it as the conscious planning, monitoring, and regulation of cognitive, behavioral, and affective or motivational processes to accomplish an academic task (p. 187).

- Despite the differing perceptions of researchers regarding the explanations of SRL, the theories draw on three standard features.
 1. SRL requires students to use specific processes, strategies, or responses to develop their academic success (Altas, EA, & Mede, E., 2020; Zimmerman, 2001). In other words, students are expected to be aware of the potential benefits of self-regulatory processes in improving their academic success (Altas, EA, & Mede, E., 2020; Abd Majid, 2007).
 2. Since the practice of SRL involves the need for self-directed feedback (Abd Majid, 2007), SRL involves a cyclical feedback process in which students participate by observing how effective the strategies they use in learning are and how they respond to feedback in different ways (Altas, EA, & Mede, E., 2020; Almazloun, 2018). These strategies include the time, the learning environment, where they learn, and asking for help from peers and teachers.
 3. The self-regulation of the motivation for choosing SRL strategies and the reasons for student selection is a common feature of SRL (Altas, EA, & Mede, E., 2020; Almazloun, 2018). In addition, Zimmerman (2001) found that students need extra time to prepare and participate in assignments and struggle with reasonably satisfactory outcomes to self-regulate their learning process (Altas, EA & Mede, E., 2020).

Future research direction:

- Future research could be directed towards understanding how educational policies and practices can be designed to foster SRL in students.
- Future research could explore the relationship between SRL and other psychological constructs such as motivation, resilience, and mindset.

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