

**INVESTIGATION OF SELF-REGULATED LEARNING  
IN GRADE 6 STUDENTS OF A PUBLIC PRIMARY SCHOOL IN SINGARAJA  
IN TEACHING-LEARNING PROCESS**

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**Abstract**

This study investigates the implementation of Self-Regulated Learning (SRL) in a sixth-grade classroom at a public primary school in Singaraja. Employing a qualitative case study approach, data were collected through classroom observations and semi-structured interviews with teachers and students. The findings reveal that SRL strategies, including goal setting, self-monitoring, and self-reflection, empower students to become active participants in their education. Teachers played a vital role in fostering these practices through scaffolding and guidance, while group activities promoted collaboration and critical thinking. Independent material selection was observed to enhance engagement, critical thinking, and digital literacy, aligning with modern educational frameworks like Indonesia's Merdeka Belajar initiative. However, challenges such as varying levels of student readiness, limited research skills, and insufficient familiarity with digital tools were noted, highlighting the need for structured teacher support. The study emphasizes the importance of balancing independence and guidance to maximize SRL's benefits, preparing students for lifelong learning and adaptability in dynamic educational contexts.

Keywords: collaborative learning, public primary school, Self-Regulated Learning, sixth-grade students

**INTRODUCTION**

Primary education is the foundational stage where children develop essential academic, social, and cognitive skills. Certain educational approaches used in recent years may have undermined the effectiveness of this foundational phase. One such issue is the popularity of a teacher-centred approach in which teachers primarily provide material while allowing little opportunity for active participation by students (Latif et al., 2020). Proposed by Barry J. Zimmerman (2002) is a framework that describes how learners take control of their own learning processes. It emphasizes proactive involvement, where individuals manage their cognitive, behavioral, and emotional

aspects of learning to achieve specific goals. Zimmerman's model is widely regarded as a comprehensive explanation of how self-regulated learners operate. Although lecturing can efficiently transmit information in higher education, it may not meet the developmental requirements of young learners, who often gain more knowledge by interacting and experiencing learning opportunities (Schreurs & Dumbraveanu, 2014). Additionally, excessive lecturing may hinder the students' creativity and reduce the opportunities for critical thinking, an essential skill in this 21st century world. Despite this teacher-centered teaching methods remain unchanged on the old-school way of teaching, our findings reflect a different approach, students are allowed to do several activities, and most students actively engage in group activities, giving direction, and giving out opinions, which represents a skill which is called as self-regulated learning.

In recent years, the emphasis on Self-Regulated Learning (SRL) has grown considerably in educational research and practice. Self-regulated learning (SRL) is a crucial skill for students in primary education, empowering them to take charge of their learning by setting goals, monitoring progress, and adapting strategies as needed. Research has shown that SRL skills are not only valuable for academic performance but also foster long-term educational success and adaptability to various learning environments. Self-regulated learning involves creating targets of learning, monitoring progress, and reflecting on one's learning process, helping students take ownership of their learning and producing a more engaging classroom environment (Panadero, 2017). Research reveals that group activities not only increase self-regulation but also encourage collaboration, problem-solving, and critical thinking, crucial qualities for 21st-century learners (Mawaddah et al., 2022).

Self-regulated learning (SRL) is studied with a comprehensive and holistic approach. SRL is a process that enables students to manage their learning through strategic planning, goal setting, monitoring, and self-reflection. This learning approach fosters independence and lifelong learning skills, making it particularly relevant in the context of modern education. Despite its benefits, SRL implementation faces various inhibiting factors that can hinder its effectiveness. Challenges include limited instructional time, varying levels of student readiness, and external pressures like standardized testing. Additionally, some students may lack the intrinsic motivation or cognitive skills needed to engage fully in self-regulated learning without substantial

support. Understanding these barriers is essential for educators and policymakers aiming to develop more effective strategies to integrate SRL into curricula. Implementing SRL within classrooms can be challenging and requires a deep understanding of both supportive and inhibiting factors. For that reason, SRL has become one of the most important areas of research within educational psychology. This process involves metacognitive, motivational, and behavioural components that together enhance a student's ability to learn independently. By fostering SRL, educators can enhance students' autonomy and responsibility, which is especially beneficial in dynamic educational contexts where students may need to learn independently, such as during remote learning periods. The development of SRL in primary school thus plays a critical role in preparing students to adapt to both current and future educational demands (Bony, 2022).

This article aims to explore how SRL is implemented in classrooms by examining the roles students take in managing their learning, and the ways the classroom environment can foster self-regulated practices. The article also considers the factors that support SRL in educational settings, such as teacher guidance, and supportive learning materials. These factors are critical as they create an environment conducive to self-regulation, where students feel motivated and capable of controlling their learning journey. By examining both supporting and inhibiting factors, this paper aims to explore how SRL is implemented in classrooms, identifying the supporting factors that facilitate its effectiveness and the inhibiting factors that may hinder its success. The insights gained can help educators design more adaptive and responsive learning environments that promote students' ability to become self-regulated learners.

## **METHOD**

This study employs a qualitative approach to explore teaching and learning processes in a well-regarded elementary school in Singaraja, using interviews and classroom observations to gather data. A case study methodology is adopted to provide an in-depth understanding of the contextual aspects of self-regulated learning (SRL). The participants include one sixth-grade teacher and 36 students selected through purposeful sampling, as this group is considered to be at a stage of growing cognitive independence, showing diverse participation in SRL techniques. The research procedure

consists of three phases: preparation, data collection, and analysis. During preparation, research goals are defined, participants are selected, and tools such as interview guides and observation sheets are designed. Data collection involves classroom observations to examine teaching strategies and SRL implementation, along with semi-structured interviews with teachers and students to gain insights into their experiences and perspectives. The analysis phase involves organizing, transcribing, coding, and categorizing the data to identify themes and patterns, culminating in a descriptive narrative report. The research tools include observation sheets designed to document teacher-student interactions and SRL practices, with sections for qualitative comments and checkboxes for specific behaviors such as engagement, self-monitoring, and teacher feedback. Semi-structured interview guides are used to explore participants' views, experiences, and challenges in implementing SRL. Materials such as lesson guides, student assignments, and reflection logs further support the analysis of SRL strategies and outcomes. A triangulation technique is applied to ensure validity by cross-checking data from observations, interviews, and documents, reducing bias and providing a comprehensive understanding. Findings are presented in descriptive narratives that highlight participants' perspectives and classroom dynamics, ensuring a detailed representation of the study's setting and voices.

## **RESULTS AND DISCUSSIONS**

The study at a well-regarded elementary school in Singaraja revealed notable findings on the implementation of Self-Regulated Learning (SRL) strategies. Data was gathered through observations, semi-structured interviews, and document analysis, providing a comprehensive view of how SRL was integrated into classroom practices and its impact on student engagement and skill development.

### **Results from Classroom Observations**

The observation sheets revealed several critical insights:

**Student Engagement:** Approximately 85% of the observed students actively participated in classroom discussions, indicating high levels of engagement. This was evidenced by frequent hand-raising, active questioning, and voluntary sharing of insights during group activities.

**Independent Learning:** Nearly 70% of the students demonstrated independent learning behaviors, such as using digital devices or textbooks to gather additional information. Notably, students frequently sought resources aligned with their interests, which supported their intrinsic motivation.

**Teamwork and Collaboration:** Group activities, such as translating English texts to Indonesian, highlighted students' ability to balance teamwork with independent contributions. Students were observed exchanging ideas and taking initiative within their groups, fostering both collaboration and autonomy.

### **Insights from Semi-Structured Interviews**

Interviews with the teacher and students further illuminated the SRL implementation process: **Teacher's Perspective:** The teacher noted that students who set personal learning goals displayed increased accountability and motivation. For instance, 75% of students referenced their goals when discussing progress or challenges, demonstrating an understanding of their role in their learning journey.

**Students' Perspective:** Many students expressed enjoyment in selecting their own learning materials, stating that this autonomy made learning more relevant and meaningful. However, 20% of the students reported difficulty in finding credible sources, highlighting a gap in digital literacy and research skills.

**Analysis of Supporting Documents,** the analysis of lesson guides, student assignments, and reflection logs provided additional evidence, **Reflection Logs:** Over 60% of students demonstrated effective self-monitoring by reflecting on their strengths and areas for improvement. For example, students frequently identified specific steps they would take to enhance their understanding of challenging topics.

**Assignments:** Students' completed assignments showcased creativity and critical thinking. Projects that allowed choice in topics or approaches were generally of higher quality, with students demonstrating deeper engagement and understanding.

## **DISCUSSION**

The triangulated data highlights the effectiveness of SRL strategies in promoting engagement, critical thinking, and digital literacy. These findings are consistent with Deci and Ryan's Self-Determination Theory (2017), which emphasizes the importance of autonomy in fostering intrinsic motivation. By giving students, the freedom to choose materials and set goals, the classroom environment became more learner-centered, aligning with constructivist educational theories.

Students' ability to independently gather and evaluate materials demonstrated a significant enhancement in critical thinking and resourcefulness. However, challenges persisted, particularly for students unfamiliar with digital tools or research methods. This underscores the need for teacher guidance to bridge these gaps, ensuring that all students can fully benefit from SRL practices.

### **Correlation with National Educational Goals**

The findings align with Indonesia's Merdeka Belajar initiative, which promotes independent and flexible learning. By fostering autonomy and critical thinking, SRL strategies equip students with essential 21st-century skills, preparing them for a dynamic and information-rich world.

### **Challenges and Recommendations**

While the results were largely positive, the study identified areas for improvement:

1. **Digital Literacy:** Approximately 20% of students struggled with sourcing credible materials. Teachers can address this through targeted lessons on digital literacy and research skills.
2. **Structured Guidance:** Initial teacher intervention is crucial for students new to SRL. Scaffolding strategies, such as guided research exercises, can help students gradually build independence.

This study highlights the transformative potential of SRL strategies in enhancing primary education. By fostering autonomy, critical thinking, and digital literacy, SRL

prepares students for lifelong learning. Addressing challenges through structured support and targeted training will ensure equitable access to these benefits, paving the way for a more adaptive and engaging educational experience.

The study conducted at a well-regarded elementary school in Singaraja revealed a significant increase in student engagement when students were encouraged to independently find learning materials. The findings align with educational theories emphasizing autonomy, such as Deci and Ryan's Self-Determination Theory (2017), which posits that autonomy, competence, and relatedness are fundamental to intrinsic motivation. Encouraging students to find their own resources not only enhanced engagement but also fostered critical thinking and digital literacy skills, as students evaluated the credibility and relevance of the materials they gathered.

Classroom observations highlighted that most students actively participated in discussions, displaying heightened enthusiasm and interest when sharing insights from the materials they independently sourced. Students reported feeling more motivated and finding the learning process enjoyable and meaningful when given autonomy to select materials aligned with their interests. This sense of ownership and self-direction underscores the importance of active participation in learning, as supported by constructivist theories, which advocate for learner-centered approaches that promote exploration and discovery.

Additionally, group activities such as translating from English to Indonesian demonstrated students' ability to balance independence and teamwork. While collaborating with peers to share ideas, students also exhibited a strong interest in independent exploration of topics beyond the scope of their assignments. For example, their curiosity led them to consult various resources, including books and digital materials, sparking further inquiries and contributing to both academic growth and personal self-discovery.

Observations and interviews revealed that self-regulated learning (SRL) strategies such as goal-setting, self-monitoring, and self-reflection empowered students to become active participants in their education. Students who regularly set academic goals showed a heightened sense of accountability, often referencing their goals during discussions about achievements and challenges. Teachers noted increased motivation and diligence when students were encouraged to monitor their progress, track completed tasks, and

reflect on mistakes. For instance, self-assessment activities helped students identify strengths and areas for improvement, fostering a stronger commitment to their responsibilities.

Teachers also reported that students displayed a greater sense of ownership over tasks when given opportunities to make choices, such as selecting project topics or deciding the sequence of activities. However, challenges were observed, particularly for students unfamiliar with identifying credible sources or navigating digital platforms, highlighting the importance of structured teacher guidance and mentorship.

Despite these challenges, the study underscores a positive correlation between independent material selection and increased engagement. This approach fosters intrinsic motivation, as students transition from passive recipients to active participants in their learning journey. The findings also align with the Merdeka Belajar initiative in Indonesia, which advocates for independent and flexible learning to prepare students for a dynamic world. Moreover, the practice of independently sourcing materials cultivates critical thinking and decision-making skills, essential for navigating the complex information landscape of the 21st century. As students assess the credibility and relevance of their chosen resources, they develop digital literacy skills crucial for modern education. These competencies are vital for students to thrive in an era where information is abundant yet requires discernment. The study concludes that while independent learning strategies significantly benefit student engagement and skill development, additional support is necessary for less experienced learners. By addressing these challenges through targeted guidance and training, educators can ensure that all students, regardless of prior experience, benefit from this innovative approach.

## **CONCLUSION**

The implementation of Self-Regulated Learning (SRL) in sixth-grade classrooms at a public primary school in Singaraja enhances student engagement, independence, and critical thinking. Encouraging students to acquire materials independently improved their ability to analyze and assess their learning while fostering self-reliance. Group activities promoted collaboration and problem-solving skills. However, challenges such as varying student readiness and difficulties with digital tools highlight the need for



structured teacher support and scaffolding. Balancing independence with guidance is essential to maximize SRL's benefits, aligning with modern educational initiatives like Merdeka Belajar. SRL equips students with the skills needed for lifelong learning and adaptability in the 21st century.

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