

SELF-REGULATED LEARNING STRATEGIES TO PURSUE ACADEMIC SUCCESS: A STORY FROM A PART-TIME EFL STUDENT

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Abstract: Students rely heavily on learning strategies for the process of achieving academic success. Moreover, students who are involved part-time in the English department are students who have other commitments apart from studying, such as work or parental responsibilities. A qualitative approach using narrative inquiry research design was conducted to explore the use of Self-Regulated Learning (SRL) strategies by a part-time EFL student during the learning process to pursue academic success. An undergraduate EFL student who served as part-time EFL students selected to be participant. The research data was collected through several in-depth interviews and non-participatory observations and thematic analysis utilized to analyse the research data. The result shows that a part-time EFL student was likely to carry out 3 phases of SRL strategies in the role of a part-time EFL student, as follows: (1) planning strategies by setting goals in the forethought phase (2) monitoring academic performance during the process in the performance phase; and (3) evaluating learning performance during the process in the self-reflection phase. These processes are carried out with 10 strategies in the course of fulfilling two different roles as a learner and a worker to achieve academic success, such as setting up the learning goals, making notes to regulate the thoughts, maintaining mood and thoughts, time management, determining priorities at work, establishing good relationships with colleagues and lecturers, seeking help when facing problems, evaluating performance by asking for opinions and suggestions, self-rewards, and having prayers and blessings from his mother. The findings indicated that all self-regulated learning processes are interrelated with each other. Lecturers are expected to provide guidance and advice in developing students' SRL in achieving learning goals, especially in completing final assignments as one of the requirements for obtaining a bachelor's degree. Regarding this research only used one participant, it is highly recommended for further researchers to develop it. It may provide different results compared to future research that investigates the SRL process in a wider context.

Keywords: *Academic success, self-regulated learning strategies, part-time EFL student*

INTRODUCTION

Nowadays, part-time students which are prominence to be discussed among campus environment and have long been a part of the college experience. According to Tessema, Read, and Astani (2014), the number of part-time students is practically on the rise and Hall

(2010) stated that the increase of part-time student is due to the financial burden faced by students, which continues to expand every year as well as the lack of support such as scholarships. Considering that the number of students working while studying is high in most countries. Several studies have find out explicitly on the level of paid employment among university students. Some have investigated their reasons for working, while others have look at the relationship between student employment and education dropout. According to Hovdhaugen & Aamodt (2009); and Yorke (2004) claimed that employment is one of the most frequently mentioned issues when students are asked about their reasons for leaving higher education before completing their degree. There are many possible reasons why students fall behind in their studies at university, even leaving university before completing their degree, and one of the most commonly mentioned reasons is because they are working while studying (Bhatnagar, 1978; Hovdhaugen, 2015; Moulin et al., 2013; Taylor et al., 2012). In addition, Moulin et al., (2013) climed that the threshold for dropping out from education due to overwork is relatively high and only has a significant impact on students who drop out of school. It also reported in Amour, n.d (2020), that for part-time students, the six-year graduation rate was approximately 34%, which was 1% higher than the 2012 class. The six-year dropout rate increased for part-time students by over five percentage points between the classes of 2009 and 2013, while it decreased for full-time students during that same period.

Richardson et al.(2014) suggested that in carring out part-time student, students must be able to balance their study performance and work demands. Due to education is a very valuable thing in human life, every human being is obligated to demand knowledge and experience (Arif et al., 2023). Part-time students must continue their education at university and pursue their academic success. Retrieved from Moussa and Ali (2022) that academic success is an essential and meaningful purpose for higher education learners and York et al.,(2015) has interpreted academic performance as an indication of academic success, including conducting the research activities as a final assignment for undergraduate students.

Therefore, part-time students need the learning strategies called self-regulated learning (SRL) to manage themselves in their own learning practices, setting strategy in pursuing academic success such as goal setting, strategic planning, controlling, monitoring, regulating, cognition, motivation, and behavior. As Umamah et al., (2022) stated in the previous research on the use of self-regulated learning strategies in the context of writing, EFL students generally face some difficulties so that SRL is required in the students' academic process. Moreover, Mistar, (2011) has pointed out that there were a significant contribution of learning

strategies, he claimed that learning strategies contribute to the learning performance or learning proficiency. Ismiatun et al., (2019) also confirmed that learning strategy is variable that influences student success in learning performance. According to Chilmy et al., (2020); Steinmayr et al., (2019); and Wahyuni, (2015), learning strategies are several behaviours are taken by learners to be success in the learning process. Students who have a high awareness of self-regulation are more likely to be successful in learning (Mahfudhoh, 2019). This is in agreement with Zimmerman & Martinez-pons, (1988) academic achievement is almost achieved by students who have an initiative, intrinsic motivation, and personal accountability. SRL also contributes to the academic success of part-time EFL students. Mean, Students' success in learning belonging academic performance is determined by their self-regulation.

Recently, researchers have examined SRL as a student's strategy in maintaining academic achievement and the process of writing a thesis. Most investigations were conducted on undergraduate students in general and EFL students in particular. In Indonesia, there has been a lot of research examined part-time students and their challenges. However, only a small number of study specifically investigate the part-time students focusing on SRL strategies in maintaining academic success which refers to the process of part-time students during daily academic activities. It is important to conduct research regarding the SRL used by part-time students to pursue the academic success. Affandi & Wulyani, (2022), suggested further study to explore part-time or full time students related to the application of students' strategy in academic performances. Therefore, to close the research gap. This research will explore the use of SRL strategies by a part-time EFL student during the learning process in pursuing academic success.

The research question has been formulated related to the problem described in the previous section as the following question: How does the part-time EFL student use his Self-Regulated Learning (SRL) strategies to pursue academic success?

METHODS

This research employed a qualitative approach using narrative inquiry research design to answer two research questions. Due to the data source focusing on one participant's experience, the researcher chose to use narrative inquiry as the research design to uncover the story of part-time EFL students' self-regulated learning (SRL) strategies in pursuing academic success. According to Creswell & Creswell (2018), qualitative research is a method for investigating and understanding the meaning given by individuals or groups towards a social and human issue. Meanwhile, the main point of narrative inquiry is to understand how people

make sense of their life experiences (Connelly & Clandinin, 1990). Furthermore, it focused on people's perceptions/stories, either about themselves or a series of events (Johnson, 2023). To fill the need of data collections, open-ended questions were used in this study to explore participants' experiences in pursuing the academic success, which is SRL strategies used to maintain the academic success and strategies.

The participant in this study is an undergraduate EFL student at a private university in Malang, Indonesia, named Ahmad (pseudonym). He has been a part-time EFL student since the fourth semester and managed to graduate from the university on time in 2023 within four years cum laude and has a bachelor's degree in English education. Ahmad comes from a middle-class family and lives as the youngest of two siblings. His father works as a teacher, and his mother is a housewife. His journey was difficult and full of obstacles when his father passed away while studying in the second semester. In daily, Ahmad works as a part-time work at a BIPA institute (*Bahasa Indonesia Bagi Penutur Asing*) and becomes a teacher of al-Qur'an. Started from As-Syauqiy Tahfidz Center (*name of Al-Qur'an institution*) located in Malang City, he was become teacher since in the fourth semester and next to BIPA started from seventh semester.

In selecting participant, purposive sampling was used in this study based on participant's situations. This study involved selecting individual who is proficient and knowledgeable about his experiences as a part-time EFL student. Taking into account the value of availability, willingness to participate, and capacity to communicate experiences and opinions clearly, expressively, knowledgeably and experientially (Dolores & Tongco, 2007). Therefore, the researcher used purposive sampling through the qualifications of people relevant to the research. Thus, the researcher took a graduate English student who successfully completed his degree on time as a part-time student with good grades.

Thematic analysis aimed to understand the participant's story as a part-time student, especially on the use of SRL strategies during maintaining academic success. The research data was collected through several in-depth interviews and non-participatory observation. Practically, data collection was conducted over a period of two months. There were 18 open-ended questions adapted from (Utami, 2023). However, to adjust to the context of this study, the researcher made changes to the objective of the questions and focused on the SRL process of part-time EFL student in pursuing academic success. In addition, the researcher conducted non-participatory observation on one of the participant's co-workers and close friends. There were several confirmation questions to ensure the propriety of data from participant.

FINDING AND DISCUSSIONS

The research findings based on the research objective that have been stated in the previous section. Empirically, it explains the use of SRL strategies from a part-time EFL student to pursue academic success, including strategies in dealing with challenges during the academic process. The findings were collected through interviews and non-participatory observation. Here are the highlights of the interview session which is divided into three dimensions are the forethought phase, the performance phase, and the self-reflection phase.

Forethought Phase

Task analysis

Based on the results of the study, the researcher found that at the preliminary phase, the participant has set academic goals and determined the appropriate strategies to realise them. Thus, the reasons make him know how to perform, especially successfully graduating from college on time. As expressed by the following participant:

I have a goal or target. The most important thing I can graduate from college on time in 4 years or 8 semesters. and for the target score I don't have high expectation, the important thing the score is good, not bad.

This shows that in the initial process, there was a setting of learning goals that has taken place during the time of being a part-time EFL student. After setting up the goals, participant used specific strategies to stay motivated and stay on track to realise the learning goals.

I often call my mum, do you know what for? I always ask her to pray for me and every time I call my mum, I always feel sad because I know my mum is alone at home. it makes my spirit and interest come back.

Practically, participants used specific strategies in daily lives, especially when juggling two different roles, as student and worker.

I divide my time specifically. when for doing college assignments and work and I really recorded the time target for each task

At this phase, the participant has presented good plans for being a part-time EFL student. The participant has planned and determined the goals and demonstrated specific strategies. Furthermore, the participant showed that he considered all the things that needed to be fulfilled and estimated how long it would take to complete them according to his target, which indicated that the participant was able to maintain his enthusiasm during the process of becoming a part-time EFL student.

Self-motivation beliefs

At this phase, the participant had background reasons that triggered to become a part-time EFL student. However, during the process, he had several positive impacts on his self-development.

You know I come from a middle-class family so I have to seek extra money. At that time, I felt the money that my parents gave is not enough for me. And also for experience and then I have activities outside of campus.

From the statements above show there were reasons for the participant to become a part-time EFL student. Participants have expressed several reasons and interests. In the process, it has contributed to his development, especially in academic performance.

In the BIPA institute, I have the obligation to help in the fields of media administration. Sometimes I also teach or accompany foreign students in the class as a teaching assistant. Therefore, I get facilities that support my english communication and teaching skills.

In this process, the participant felt that there were positive influences on his self-development. This was due to the contribution of his friends and workplace. As revealed by the following participant:

My family, friends and co-works, they are my support system in my life. My family always pray for me. And I got social and communication skills from my friends. At Bipa institute, there are my co-works and lectures. They are very supportive of my academic development and experience. Sometimes I get some recommendations or advice from them.

Based on the above findings, the researcher found several reasons and interesting things. In addition, there is support and contribution from family, close friends, workmates and lecturers at Bipa institution to his self-development and academic performance. The part-time EFL students with good academic performance are students who (1) setting up the goals, through this process they know how to achieve their goals by setting targets in the early start, (2) plan strategies, through this process they know the appropriate study strategies for part-time EFL students, (3) learning orientation, through this process students know what and how to do.

Performance Phase

Self-control

For the performance stage, the participant is able to monitor and control his self in order to stay happy and be able to enjoy being a part-time EFL student. The student was able to make choices even when he felt pressurised by obstacles and challenges he faced and continued to try different options.

I usually watch comedy videos or podcasts on YouTube or short videos on Instagram and sometimes I play online game and I do bodyweight exercises

From the above statement, we know that participant has many options and ideas in order to stay happy and enjoy with his roles, such as playing online games, watching comedy videos and doing things that related with his interests. Participant can do these activities because he had organised his time according to his role as a part-time EFL student.

Usually I do my learning assignments or work at night before sleeping and in the morning after sholat subuh. I consistently sleep at 10 pm and wake up at 04.30 because I've set up my sleep alarm

In this process, the participant planed and controled the time to be utilised to avoid procrastination. Likewise, he has a specific time to complete his assignments and work.

Self-observation

Basically, being a part-time EFL student has two different sides. Although there are benefits and good experiences, there are also many obstacles and difficulties to faces.

Sometimes I feel tired because of the extra working and I get headache because there are so many targets and many things to do and complete. And also my class schedule often conflicts with my work schedule at Bipa

Participant can identify every difficulty and problem he faced. In practice, participant prefers to ask someone for help. Moreover, participant felt that seeking help could help him to get better.

Alhamdulillah, I'm not alone. I have friends, cousin, lectures and also seniors. Moreover, I live with friends in a rented house. Sometimes I visit my cousin to tell or share stories with him. So I can get advice and help from them.

In the process of self-consequence, participant knew to choose his own reward based on performance. However, he does not provide punishment for him because it is thoughtless to him.

Yes, I give myself a reward when I am done with my target, but not for punishment. Usually I buy clothes and sometimes buy favourite foods.

In general, the researcher found that the participant was able to monitor time and schedule. This means that participant has gone through the process of this phase, as seen from

the ability to regulate himself to stay on track and identify things to do during being a part-time EFL student. Participant refers back to the plan or target that has been set to avoid procrastination. seeking help was practised when facing problems. By asking for help, participant can get corrections and solutions to the problems faced, and also knows how to appreciate his work by rewarding his efforts.

Self-Reflection Phase

Self-judgment

During the self-reflection phase of the self-judgment process, participant organised and learned how to identify and measure performance capabilities by evaluating them. As follows:

I usually ask my close friends, co-workers, and lecturers at the BIPA Institute to check my performance. Then they will tell me my mistakes and give me suggestions to get better

In this self-evaluation strategy. Participant realised that every mistake helped him to improve the working progress by seeking advice and opinions on his work. Participant also evaluated whether or not he had met his goals during the process of being a part-time EFL student.

Self- reaction

Self-reaction involves feelings of self-satisfaction. The contribution of people around the participant has an influence on the success of a part-time EFL student. The results of interviews regarding students' self-satisfaction with completing their targets show that students feel satisfied when successfully graduate from college in 4 years. As follows:

Honestly, I am very happy and grateful to my friends, including my cousin, who has become a sharing friend. especially for the lecturers at the BIPA institution; they are very supportive and understanding of my condition.

At a later phase is from the question of what students do when they encounter difficulties in the adaptive/defensive process. The results showed that there were privileged opportunities in the workplace to overcome the difficulties encountered and participant has his own priorities to fulfil while taking on two different roles.

Alhamdulillah, my workplace gave me special opportunity. I usually ask permission to attend my class while working at the Bipa Institute

Based on the findings from the self-reflection phase, the researcher found that participant had evaluated his performance in the self-judgment process during the process of

being a part-time student using self-evaluation strategies. The next process is how people around participant contribute to providing responses, options, and directions. In the process of self-reflection, In the process of self-reflection, a successful part-time EFL students are those who can identify their mistakes and know what to do when they encounter difficulties by utilising the reflection phase to find out what needs to be improved. In this process, participant sought help or looked for more ways to overcome difficulties. From the above explanation shows that self-regulated part-time EFL students are those who are able to control and monitor their own performance.

Discussions

Based on the interview results, it was generally found that participant carried out SRL strategies in the process of living the role of a part-time EFL student and successfully achieve the academic goals. This is supported by the research findings from John Mart Elesio (2023) was conducted in a sectarian school in Davao City. The results showed that there is a significant relationship between self-regulated learning strategies and students' academic achievement and significantly affect students' academic performance. The other research also confirmed, Sardareh et al., (2012) claimed that student achievement has a strong relationship with student SRL strategies, it's mean that SRL strategies support student performance in attaining academic success. There are several phases that have been carried out by participant as follows: (1) planning strategies by setting goals in the forethought phase; (2) monitoring academic performance during the process in the performance phase; and (3) evaluating learning performance during the process in the self-reflection phase.

The outcomes of this section are discussed based on the following details:

Forethought Phase

From a part-time EFL student, the researcher found several strategies and reasons why participant became a part-time EFL student, successfully planned the process, and achieved academic goals. The part-time EFL students with good academic performance are who (1) setting up the goals, through this process they know how to achieve their goals by setting targets in the early start, (2) plan the strategies, through this process they know the appropriate study strategies for part-time EFL students, (3) learning orientation, through this process students know what and how to do the task. These are in line with Miftahul et al., (2019), reported that the three stages above are realised by high-achievement students to get academic goals by planning and regulating their learning activities.

According to Zimmerman, (2000), planning activities guide students to set targets, determine strategies, and optimise all supporting elements. Zimmerman noted that the planning stage of self-regulation includes students' beliefs, attitudes, and processes of analysing the specific learning tasks, developing strategic plans to gain academic success, and triggering student motivation. These can be seen in several statements on the previous section that represent participant's habits, such as making learning goals, taking notes to regulate thoughts, maintaining mood and thoughts by doing things he likes, such as watching comedy videos or playing online games, and the last one is getting prayers and blessings from his mother. As empirical support, Orzechowska & Polok, (2019); and Schunk, D. H., & Gaa, (1981) has revealed that setting goals helps students focus on their priorities, motivates to work harder, and provides a guideline for their success. Strengthened by the recent research from Hematian et al., (2016) which investigated the Effect of Goal Setting on Self-Directed Learning, Motivation, and Academic Achievement among secondary school students in grade eight and the results offered are in line and support the results of this research. Next from Sides & Cuevas, (2020) has proven the effect of goal setting on motivation, self-efficacy, and student achievement. but this research limited in the field of math achievement in elementary school students.

From the above discussion, it can be concluded that in the early stages of the process of achieving academic success depends on setting learning goals, planning strategies, in this case part-time EFL students regulate themselves to stay motivated and focused on their targets and academic goals. In addition, part-time EFL students are able to determine strategies that are appropriate to the context.

Performance Phase

According to Zimmerman, (2000) argued that self-control concentrates on attention to task, controlling motivation and effort, and the use of specific strategies during the forethought phase. Based on the findings, the researcher found that the participant was able to monitor time and schedule. This means that participant able to determine the priorities at work, as seen from the ability to regulate himself to stay on track during being a part-time EFL student. Participant refers back to the plan or target that has been set early. As the results of dissertation from Thomas, (2023), which conducted research on student success, when students are able to organise their academic process, they are able to prioritise their tasks, allocate time effectively, and stay on track with their goals. Reinforced from another study, found that time management and learning motivation have a significant influence on self-regulated learning of working students (Johanna, 2022). Furthermore, Seeking help was

practised when facing problems. The participant can get corrections and solutions to the problems faced by asking for help. This finding is similar to the previous research conducted by Utami, (2023) reported that students often seek help in dealing with difficulties.

Additionally, participant also knows how to appreciate his work by rewarding his efforts. The participant often engages in self-reward when he already achieved and completed targets. In addition, self-reward can be believed to be an effective way to deal with self-control issues (Koch et al., 2014). It can be inferred that self-reward increases personal motivation to achieve the goals that were set earlier.

Self-Reflection Phase

Based on the findings from the self-reflection phase, the researcher found that participant had evaluated his performance in the self-judgment process during the process of being a part-time EFL student using self-evaluation strategies. The next process is how people around participant contribute to providing responses, options, and directions. In the process of self-reflection, a successful part-time EFL students are those who can identify their mistakes and know what to do when they encounter difficulties by utilising the reflection phase. In this process, participant sought help or looked for more ways to overcome difficulties, it's mean that participant established good relationships with others, due to communication is one of the important aspects of learning success between students, and their friends, lecturers, or professors (Korostyshevskiy, 2021). Furthermore, it is very beneficial to seek when facing problems, to evaluate performance by asking for opinions and suggestions from friends, seniors and lecturers (Listiyanto & Fauzi, 2016). These results support earlier research conducted by Achdiyah et al., (2023); and Saidah, (2024), claimed that parents, teachers and friends all play an important role in providing the necessary support for students in their academic process. This means that the contribution of others is significantly helpful in every academic process of part time EFL student.

Regarding the above explanation shows that self-regulated part-time EFL students are those who are able to control and monitor their own performance. Wolters & Pintrich, (2003) state that SRL is the active and constructive process of students sustaining their learning goals by monitoring, regulating, and controlling their cognition, motivation, and behaviour.

CONCLUSIONS AND SUGGESTIONS

This research have main question that must be answered through the research process. *How does the part-time EFL student use his SRL strategies to persue academic success.* In conclusion, a part-time EFL student was likely to carry out 3 phases of self-regulated

learning strategies in living the role of a part-time EFL student, follows: (1) planning strategies by setting goals in the forethought phase; (2) monitoring academic performance during the process in the performance phase; and (3) evaluating learning performance during the process in the self-reflection phase. These processes are carried out with 10 strategies in the course of fulfilling two different roles as a learner and a worker to achieve academic success, such as setting up the learning goals, making notes to regulated the thoughts, maintaining mood and thoughts by doing things are liked, time management by setting alarms and determining sleep time and for doing assignments, determining priorities at work, establishing good relationships with others, seeking help when facing problems, evaluating performance by asking for opinions and suggestions from friends, seniors and lecturers, doing self-rewards when successfully doing something, and having prayers and blessings from his mother.

In fact, not all part-time students carry out every stage of Self-Regulated Learning in pursuing academic success. Therefore, lecturers are expected to provide guidance and advice in developing students' Self-Regulated Learning in achieving learning goals, especially in completing final assignments as one of the requirements for obtaining a bachelor's degree.

Researcher suggest that this kind of research can be developed at different student levels, who plays a part/full-time student. Regarding this research only used one participant, it is highly recommended for further researchers to develop it. it may provide different results compared to future research that investigates the SRL process in a wider context.

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