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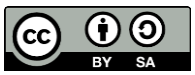

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The Investigation of Self-Regulated Learning Practices During Undergraduate *Skripsi* Completion

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Abstract

This study investigates the self-regulated learning practices (SRL) of undergraduate students during the completion of their Thesis in the Department of English Language Education. A quantitative survey design was used, involving 64 students who were actively involved in their thesis. Data were collected through a closed questionnaire and analyzed using descriptive statistics through JASP software. The results revealed that "Resource Management" and "Motivation Component" were the most frequently used SRL strategies, while the "Cognitive Component" ranked the lowest, indicating potential areas for improvement. Self-regulating learning strategies such as "Evaluation" and "Set Self-Consequence" are the dominant ones, emphasizing reflection and goal setting, while "Organizing and Reverting," "Keeping Records and Monitoring," and "Seeking Help from the Academic Community" are used less frequently, indicating the need for organizational and collaborative skill improvement. These findings contribute to the understanding of SRL practice and offer implications for educators to improve student success in academic achievement.

Keywords: *learning independence, thesis completion, S1 students*

Introduction

Completing a thesis is a big challenge for students, often accompanied by anxiety and delay (Aunurrahman, 2019; Pravita & Kuswandono, 2022). These challenges are not only technical in nature like research methodology, but also

psychological, including anxiety, procrastination, and lack of motivation (Azwar et al., 2023; Sulandari et al., 2020). These obstacles have a negative impact on the progress and quality of students' theses, resulting in delays in graduation (Pravita & Kuswandono, 2022; Wadison, 2021). To overcome this, the self-learning strategy (SRL) can be applied as an effective method (Kristiyani, 2016; Mccombs & Marzano, 1990). This study aims to investigate how students apply SRL in completing their thesis, which is still rarely explored.

Previous research found various difficulties in completing the thesis. Handini et al. (2020) stated that only 21.84% of education students graduated, while Azwar et al. (2023) reported that 40% of students were lazy to write a thesis and 26.7% had low motivation. Rahman (2019) emphasized that procrastination is a significant factor in the delay in graduation. These challenges include difficulty finding references, writing, and revision of thesis, as well as being influenced by external factors such as campus bureaucracy (Wakhyudin & Putri, 2020). Therefore, the difficulty of completing the thesis is caused by various internal and external factors. Previous research has been limited in exploring how Indonesian students use SRL during the thesis completion process. Hapsari and Fatmasari (2022) studied SRL in online learning during the COVID-19 pandemic, but did not discuss the use of SRL in completing a post-pandemic thesis. Research in other areas, such as Alonso-Mencía et al. (2020) and Vasu et al. (2022), found that SRL is effective in online courses and ESL writing classes, but has not yet been applied to thesis completion.

This research aims to fill this gap by investigating the use of SRL in the thesis completion process. The focus is on the SRL strategies and components that are most often used by students during this process, so that the results of the research can provide new insights into SRL management in thesis completion.

Method

This study uses a quantitative method to answer research questions based on participant data. Creswell (2012) explained that quantitative methods avoid the biases and personal values of researchers, using reliable and valid instruments from previous research to maintain objectivity. Therefore, this research is objective without the influence of personal opinions.

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This study uses a cross-sectional survey design to investigate the self-study strategies used by English Language Education students during completing their thesis. The design of this survey is in accordance with the statement of Creswell and Creswell (2018) which states that surveys can be used to answer descriptive, causal, and predictive relationship questions between variables. The population of this study is students of the Department of English Education who have completed 144 credits and are still working on their thesis. The sample was taken using random sampling using the Slovin formula, which resulted in 63 participants. Data was collected through a questionnaire compiled based on the Likert scale, where participants were asked to choose the level of approval for the statements provided. The questionnaire includes instruments such as MSLQ, ASRL, MAI, and SRPLPS, which are tailored to the topic of this research.

Data analysis was carried out using descriptive statistics through the JASP program, which made it easier for researchers to review and modify the analysis. The results of the analysis were used to describe general trends and variations in the data, as well as to compare scores between individual participants.

Result

Self-Regulated Learning Components

The self-regulated learning component is a subset of self-regulated learning that shows how learners manage their learning and this has a different term to a self-regulated learning strategy. The findings of this study reveal how the choices preferred by students in managing the self-regulated learning components.

Metacognitive Components (MCGs)

The metacognitive component of self-regulated learning is a component that reveals knowledge that focuses on learning and understanding to properly regulate the learning process to obtain learning outcomes. The metacognitive component of self-regulated learning has an important role in directing cognitive resources towards learning and understanding. The Metacognitive Component Questionnaire was obtained from Academic Self-Regulation Learning (ASRL) which was intended by and has been adapted to match the field of thesis completion research. The findings reveal various preferences shown by research participants in regulating metacognitive processes during the thesis completion phase. Wolters et al. (2005).

Table 1. Metacognitive Components (MCGs)

NOT.	Revelation	Mean	SD
MCG1	I try to think of a topic and decide on it as the topic of my thesis rather than just reading it while studying.	3.08	.57
MCG2	When studying my thesis topic, I try to determine which concepts I don't understand well.	3.20	.51
MCG3	My thesis, I set a goal for myself to direct my activities in completing my thesis.	3.19	.59
MCG4	I tried to change my learning style to suit the requirements for completing the Thesis and the teaching style of my supervisor.	3.11	.65

Table 1 shows the preferences for the metacognitive components practiced by the participants. It can be seen that MCG2 obtained the highest average score of 3.20 (SD= .51) which shows that participants tend to focus on highlighting which concepts/theories need more attention. After that, goal setting (MCG3, M= 3.19, SD= .588) was in second place, followed by supervisor style fulfillment (MCG4, M= 3.11, SD= .65) in third place. Finally, MCG1 is ranked the lowest with an average score of 3.08 (SD= .57).

Motivational Component (MOT)

The motivation component, which is part of the self-regulating learning component, includes self-efficacy and intrinsic interest that motivates students to motivate themselves in engaging themselves in their work and committing to completing it. The findings below illustrate how participants manage the motivational component of the self-regulated learning process during the completion of the thesis. The questionnaire was adapted from the one using the Motivated Strategies for Learning (MSLQ) Questionnaire. The findings reveal a variety of preferences expressed by participants. Pintrich et al. (1991)

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Table 2. Motivational Component (MOT)

NOT.	Revelation	Mean	SD
MOV1	If I study in the right way, then I will be able to learn how to complete my thesis better.	3.34	.65
MOV2	I am sure I will receive very good grades after my thesis is completed.	3.17	.55
MOV3	Getting a good score in the Defense Thesis is the most satisfying thing for me.	3.19	.66
MOV4	It is my own fault if I do not understand the references that help me in completing my Thesis.	3.33	.62

Table 2 reveals the preferences of the study participants. MOV1 had the highest average of 3.34 (SD= .65) which indicates that participants prefer to learn in a way that is appropriate for them. MOV4 (M= 3.33, SD= .62) as the second highest preference chosen shows that participants also tend to realize their own faults in their inability when trying to understand the Thesis reference. Meanwhile, MOV3 (M= 3.19, SD= .66) and MOV2 (M= 3.17, SD= .55) as the two lowest preferences selected revealed that participants felt anxious about achieving good grades after doing the thesis. Defend and complete the entire process of completing the Thesis.

Cognitive Components (COG)

The cognitive component of self-regulated learning reveals participants' preferences about how participants manage and use basic learning strategies such as exercises, organizing, elaboration, and critical thinking, which means that learners must process information from the text. The questionnaire was also adapted from the one that used the Motivated Strategies for Learning (MSLQ) Questionnaire. The findings presented showed how participants tried various cognitives in self-regulated learning. Therefore, the findings address various preferences in the way participants use the cognitive components of self-regulated

learning during the thesis completion phase. Pintrich et al. (1991)

Table 3. Cognitive Components (COG)

NOT.	Revelation	Mean	SD
COG1	When I try to complete my Thesis, I try to combine information from each class I have learned and references for my Thesis.	3.19	.50
COG2	While working on my thesis, I poured important ideas into my own words.	3.33	.47
COG3	I always try to understand what my boss is saying, even though I don't agree with the statement and it doesn't make sense to me.	3.03	.71
COG4	I use what I have learned from my textbooks and previous classwork related to my Thesis to complete my Thesis references.	3.17	.63

Resource Management (RM)

Resource management reveals the participant's preference in managing the surrounding resources to help them complete the thesis. The questionnaire is also adapted from a questionnaire that uses the Motivated Strategies for Learning Questionnaire (MSLQ). The various preferences presented show the most frequent and rarely used resource management as part of a self-regulated learning strategy in assisting thesis completion. Pintrich et al. (1991)

Table 4. Resource Management (RM)

NOT.	Revelation	Mean	SD
RM1	I usually study in a place where I can concentrate on writing my Thesis	3.48	.62
RM2	I make good use of my study time to complete my Thesis	3.06	.73

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NOT.	Revelation	Mean	SD
RM3	I find it difficult to stick to a study schedule.	3.08	.78
RM4	I often find that I spend less time completing my thesis because of other activities.	3.31	.73
RM5	I asked my thesis supervisor to clarify a concept that I did not understand.	3.44	.61

The findings of Table 4 show how participants mostly manage resources in self-organized learning. Choosing the right place to study (RM1, M = 3.48, SD = .62) became the most preferred choice chosen by the participants. Asking the supervisor (RM5, M = 3.44, SD = .61) was the second highest choice chosen, then the less time spent processing the Thesis (RM4, M = 3.31, SD = .73) was in third place. Then it was found that most of the students did not struggle in adhering to the study schedule which made (RM3, M = 3.08, SD = .78) as the fourth rank. Then RM2 (M = 3.06, SD = .73) as the lowest ranking with the lowest score indicates that the student is not managing his time well.

Overall Self-Learning Components

This section provides a ranking of participants' preferences in managing the self-learning component. In this section, it can also be concluded that participants expressed various responses in managing the independent learning component.

The findings of the study showed that participants preferred the management of the resources used and the motivation component. This means that the findings reveal an indication that participants will choose the right place to focus on when working on the Thesis completion process, because RM1 has the highest average of 3.48 (SD = .62). The findings also show that, in managing resources, students prefer to clarify concepts that cannot be understood because RM5 has the second highest average of 3.34 (SD = .65). The third highest average (MOV1, M = 3.34, SD = .65) indicates that students will choose the right way to help them complete their Thesis.

Conversely, the findings of the study also showed the three least preferred components of self-learning used by the study participants. COG3 (M= 3.03, SD= 0.71) as part of the cognitive component being the least preferred component to use. Then resource management is ranked second and third lowest. It is evident from the findings that RM2 (M= 3.06, SD= 0.73) is the second lowest and RM3 (M=

3.08, SD= 0.78) is the third lowest. Therefore, although resource management being the two most highly preferred components of self-learning, it also ranks second and third lowest among the components used by participants.

Self-Regulating Learning Strategies

Independent learning is one of the learning strategies used and developed in the academic world. Therefore, it should be emphasized that the strategies and components of independent learning have different terms but still in different learning contexts. a self-regulating learning terms. The findings of this study show the self-regulated learning strategies that students prefer the most.

Self-Evaluation Strategy (SEV)

The self-evaluation strategy shows the participant's preference in choosing a self-evaluation strategy from self-regulated learning to help them in the Thesis. Settlement. The questionnaire is adapted from a questionnaire that discusses the Metacognitive Awareness Inventory (MAI). The data presented reveals two preferences with the same score. The results of the study show the same results in the use of self-evaluation strategies in learning self-regulation in Thesis. completion phase. SEV1 (M= 3.17, SD= 0.55) and SEV2 (M= 3.17, SD= 0.55) have the same average score of 3.17. Therefore, there is no most preferred strategy in the self-evaluation strategy of self-regulated learning. Gregory and Dennison (1994).

Organizing and Transformation (OTT) Strategy

Organizing and transformation strategies are strategies carried out by students in organizing learning materials. In the Thesis Completion process, the organizing strategy and transformation of the independent learning strategy helps the learner in organizing references or materials related to the Thesis. The strategy of organizing and transformation consists of different ways in which learners organize the material and change the information provided for the reference of their Thesis. Organizing and Transformation Strategies to Adapt Academic Independent Learning (ASRL) discussed by Wolters et al. (2005) . Therefore, the data provided here reveal indications of the various preferences chosen by the study participants.

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The results show that the strategy of organizing and transforming independent learning in the Completion Thesis has various preferences. Break down the content (OTT1, M= 3.14, SD= 0.59) into the strategy that has the highest average. OTT3 has an average of 2.81 (SD= 0.87) which indicates that creating charts, diagrams, or tables is the second most preferred strategy by participants. Reading and describing ideas through previous class notes (OTT2, M= 2.72, SD= 0.71) became the strategy that had the lowest average of 2.72.

Goal Setting and Planning Strategy (GSP)

The goal setting and planning strategy is a self-regulating learning strategy that can be used by students by setting goals and planning during the thesis. level of completion. This strategy questionnaire is adapted from the Self-Regulated Learning Perception Scale (SRLPS) developed by Turan et al. (2009) .

The strategy of setting goals and planning for independent learning in the completion thesis has a broader preference because it has a more diverse strategy. GSP4 (M= 3.19, SD= 0.43) and GSP5 (M= 3.19, SD= 0.50) have the exact same mean score of 3.19 but have different standard deviation scores. Items with lower standard deviation scores have data grouped closer to the mean, meaning that GSP4 (M= 3.19, SD= 0.43) is the highest preferred choice and GSP5 (M= 3.19, SD= 0.43) is ranked second. The plan prepared to carry out the thesis process (GSP1, M= 3.16, SD= .51) is the third most preferred strategy, the priority of the goals that have been set (GSP2, M= 3.11, SD= .67) is the fourth most preferred strategy, and time management (GSP3, M= 2.98, SD= .63) is the lowest preferred strategy with a mean of 2.98.

Information Search Strategy (SIF)

The strategy of seeking information from self-regulated learning shows the results of how people try to find relevant information to help students in completing the thesis. Goal-setting and planning strategies are used in self-regulated learning strategies by searching for information in various references. The questionnaire was adapted from the one that discussed the Metacognitive Awareness Inventory (MAI). The data provided showed the various preferences chosen by the study participants. This strategy consists of a wider range of options. In addition, students themselves benefit by gaining deeper awareness by self-regulating in obtaining information. Therefore, it shows that the findings found in

this strategy also have a more diverse preference from the highest to the lowest option strategy Gregory and Dennison (1994) .

The results of very diverse preferences. The paraphrasing strategy (SIF5, M= 3.30, SD= .49) became the highest strategy with the highest mean of 3.30. In the second rank, there is a focus on the significance of new information (M= 3.17, SD= .52) as the second highest score with a mean of 3.17. SIF2 (M= 3.16, SD= .54) is in third place followed by SIF4 (M= 3.03, SD= 63) in fourth place. Therefore, organizational structure strategy (SIF6, M= 2.86, SD= .66) and slowing down when finding important information for reference (SIF1, M= 2.86, SD= .64) both have the same mean of 2.86. However, SIF6 has a larger standard deviation score than SIF1, which indicates that SIF6 data is spread more widely than SIF1. Therefore, it can be concluded that the data shows that SIF1 has the lowest preference score.

Record Keeping and Monitoring Strategy (KRM)

A recording and monitoring strategy is a strategy that focuses on reviewing records or recordings of learning progress from exams or daily textbooks. The adapted questionnaire used is the Motivated Strategies for Learning Questionnaire (MSLQ) provided by this section providing data that reveals how the study participants express preferences in using the strategy. Therefore, the data provided a variety of preferences shown by participants. Pintrich et al. (1991)

The preferences expressed by the participants in using self-regulated learning recording and monitoring strategies during the Thesis. Completion process. Determining the concepts that are poorly understood (KRM3, M= 3.13, SD= .49) has the highest average of 3.13. Asking your own questions to understand the Thesis material (KRM1, M= 3.10, SD= .46) ranked second in this category and followed by changing the learning procedure to suit the needs of the Thesis and the supervisor's guidance style (KRM2, M= 3.02, SD= .58) ranked third. The lowest average in this category is given by KRM4 which has an average of 2.80 (SD= .76), this shows that only a few students who after reading the material still do not know what is conveyed by the reference.

Environmental Planning Strategy (EVS)

Environmental arrangement is a strategy to regulate the learning environment so that the learning process becomes more comfortable and easier. The environmental structuring strategy is focused on how students can manage the

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surrounding environment as part of the independent learning strategy. The questionnaire for Environmental Planning Strategy was obtained from Academic Self-Regulation Learning (ASRL) aimed at Wolters et al. (2005) . The data shown below is data collected from participants' preferences when using the strategy of structuring the independent learning environment in the thesis. Settlement process.

The use of environmental arrangement in independent learning strategies in Thesis. Settlement. EVS1 (M= 3.48, SD= .53) had the highest average of 3.48 which shows that most of the participants worked on the thesis at the right time. Environmental changes (EVS2, M= 3.33, SD= .64) are the second highest with an average of 3.33, followed by the strategy of ensuring the least disturbance (EVS3, M= 3.30, SD= .63) in third place, and cleaning up the surrounding disturbances (EVS4, M= 3.23, M= .68) as the fourth rank. Finally, ready-to-eat food and beverages (EVS5, M= 3.16, SD= .78) received the lowest average of 3.16 and became the lowest preference.

Set a Self-Consequences Strategy (SSC)

The self-defined consequences strategy shows how participants express preferences about how they set goals/agreements/consequences for themselves. The questionnaire obtained from Academic Self-Regulation Learning (ASRL) aimed at by the data provided below reveals the preferences chosen by the participants. There are only three statements in this category. SSC3 has the highest average of 3.42 (SD= .71) followed by SSC1 with an average of 3.38 (SD= .63). The last and least preferred is SSC2 with an average of 3.27 (SD= .67). Wolters et al. (2005)

Seeking Help from the Academic Community (SAA)

Seeking help from the academic community shows participants' preferences on how they seek help for the academic community. This strategy adapts the questionnaire obtained from Academic Self-Regulation Learning (ASRL) aimed at Wolters et al. (2005) . The data provided shows the various preferences chosen by the participants. The data obtained is provided below.

Various preferences chosen by participants. SSA1 had the highest average of 3.42 (SD= .71) which indicated that participants preferred to ask supervisors, followed by SAA2 (M= 3.13, SD= .72) which indicated that asking colleagues was the second choice chosen by participants. Then asking other students from other

departments or faculties (SAA3, M = 2.80, SD = .88) is the least preferred option.

Review Strategy of Record (PRC)

Record review reveals how participants prefer how participants review notes or material from previous learning. This strategy uses a Metacognitive Awareness Inventory (MAI) questionnaire developed by Gregory and Dennison (1994) . The data provided revealed the participants' preferences in carrying out the strategy of reviewing independent learning records in the thesis completion phase. The data obtained is provided below.

Various past employment strategies (RRC1, M= 3.11, SD= 0.54) are ranked highest with an average of 3.11. Followed by occupational awareness strategies (RRC4, M= 3.06, SD= 0.56) as the second rank and specific individual strategies (RRC2, M= 3.00, SD= 0.54) as the third rank. Periodic reviews (RRC3, M= 2.88, SD= 0.66) are the least preferred strategies.

Overall Self-Learning Strategies

This section presents the overall score of the self-organized learning components and strategies that the study participants have chosen. The average differential score and the level of agreement of participants across various statements are revealed in the data presented. The three highest and lowest rankings of self-study strategies are preferred to be used during the Thesis. Settlement. EVS1 became the most preferred strategy used with the highest mean of 3.48 (SD = .53) and it showed that the participants had their priority time to focus more when working on their thesis. SSC3 (M = 3.42, SD = .71) stands as the second rank and that shows the students prefer to give self-reward after the participants complete the Thesis. SSC1 (M = 3.38, SD = .63) stands as the third highest mean of 3.38 and it shows that the students also prefer to give self-reward after the participants set the completion process target and the participants successfully achieved the target.

On the other hand, the findings also show a preference for the three least used self-study strategies. OTT2 had the lowest mean of 2.75 (SD = .71) which indicates that reading previous class notes and highlighting important ideas is the least preferred self-study strategy. In addition, KRM4 (M = 2.80, SD = .76) and SAA3 (M = 2.80, SD = .88) have the same mean score, but KRM4 has a lower standard deviation score and that indicates that KRM4 has a score closer to the mean. It can be concluded that KRM4 stands as the second lowest ranked and that shows that recognizing the participants themselves cannot understand the reference being the

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second lowest ranked strategy in preference. Therefore, SAA 3 stands at the third lowest ranking and it shows that asking participants from different departments, faculties, or universities as motivation has a higher score preference than OTT2 and KRM4.

Components and Overall Independent Learning Strategies

This section presents a discussion based on the findings and the discussion presented establishes the relationship between the findings and previous relevant research. The findings show the preference for the most managed self-learning component and the most widely used self-learning strategy. As stated in the research formulation section, this study was conducted to study the most preferred components of self-learning by undergraduate students in English education during the completion of the Thesis and the most preferred self-learning strategies practiced by undergraduate students in English education during the completion of the Thesis.

The findings of the study show the three most preferred components of self-learning. RM1 (M= 3.48, SD= 0.62) and RM5 (M= 3.44, SD= 0.61) as part of resource management are ranked first and second. Based on the two highest average scores of the self-learning component, it was shown that resource management was considered the highest priority of the participants. It can be concluded that resource management, especially time management and human resources, is the main concern for the participants. In addition, MOV1 (M= 3.34, SD= 0.65) ranked third. This shows that the participants have a high recognition of the motivational component despite resource management.

Although there was a self-regulating learning component, the range of average scores and levels of participant approval across different statements was revealed by investigating participants' responses to the given research questionnaires. From these findings, it can be concluded that participants highly prioritize resource management related to self-regulated learning components. They prefer to study in a conducive environment while working on their Thesis, which achieves the highest ranking. In addition, the second most preferred component involves asking for clarification from the thesis supervisor on an unclear topic. The third preference component is the motivational aspect, such as the belief that using effective learning methods leads to an increase in thesis completion.

Therefore, when it comes to self-regulating learning strategies, the participants expressed a strong preference in using environmental management strategies. They try to work on their thesis when they can gain greater concentration. Setting one's own consequences is the preferred option for second and third positions. The students often motivate themselves by promising to engage in fun activities once they have completed their Thesis and have achieved a certain level of progress in their Thesis work. These findings emphasize the need to maintain a conducive learning environment and maintain motivation during the thesis process. Understanding these preferences can help educators in providing targeted support and optimizing the thesis completion process for students in the Department of English Education.

Discussion

Self-Regulated Learning Components

The discussion section provides comprehension comments that discuss the findings of the research by elaborating it with previous relevant research as a reference. The first discussion discusses the components of self-regulated learning. found that unsupportive supervisor behavior, difficulty in choosing research topics, difficulties in collecting and analyzing data are common problems faced by students. Azmat and Ahmad (2022) From these findings, it can be concluded that the difficulties faced by students are caused by students' difficulties in managing the resources around them, one of which is their supervisor. The findings from previous studies are related to the findings of the current study, where resource management is the most preferred component for participants to manage. Therefore, the most preferred component can be one of the most challenging aspects because the resource itself has various aspects in the context of completing this thesis.

In addition, as defined by Kristiyani (2016) , self-regulated learning is a learning process for learners to improve their cognitive, metacognitive, and motivational aspects; Therefore, the score of the difference in the results of each participant's preference was also influenced by each level of cognitive, metacognitive, and individual motivation. Resource management and motivation components being the most preferred components, it can also be influenced by the very diverse preferences and different backgrounds of each participant. It is in accordance with the findings discussed by Fitriani and Agustina (2023) that

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students have different types and levels of motivation when it comes to completing their studies, and this research was conducted during the COVID-19 pandemic. also discusses the finding that students' motivation in completing studies depends on intrinsic and extrinsic motivations. Therefore, it can be highlighted that the self-regulated learning component also depends on intrinsic and extrinsic motivations. Resource management and motivation components being the most preferred components in this study showed that students have more extrinsic motivation in managing the self-regulated learning component because resource management is at the first and second highest scores. Fitriani and Agustina (2023)

Furthermore, the results of this study revealed that the three most preferred components in self-learning are resource management items which are ranked first and second, and motivation components which are ranked third. Thus, this suggests that participants prefer to manage the resource management and motivation components, and the research conducted Azmat and Ahmad (2022) According to the results of this study, from the questionnaire data of the self-learning component, most students prefer to ask questions to their supervisors, prefer to learn in the right way, and know that it is their fault if they do not understand to manage the resources they have. It can be inferred from the evidence that the resource management and motivation components can be the most preferred components because most students prefer to manage these components, and even from previous research, it was found that there are difficulties in managing resources, and it becomes a difficulty because students prefer to manage these components more often.

Self-Regulating Learning Strategies

Apart from the components, the following is a discussion of self-regulated learning practices in various fields applied. There are research findings discussed by those who found that the utilization of self-assessment is an effective teaching practice in ESL writing classes that promotes SRL in terms of goal setting, strategy planning, strategy use, attribution, and adaptive behavior; The researchers also suggested that self-assessment be part of teaching practices rather than alternative strategies in writing classrooms. It can be concluded that self-regulated learning strategies are effective to be applied in teaching practice in ESL writing classes. However, this study studies self-regulated learning strategies on teaching practices in writing classrooms. Therefore, this study distinguishes the previous relevant

research by investigating the participants' preferences in using self-regulated learning strategies and components during the completion thesis. The findings of this study found that self-evaluation strategies and goal setting as part of the self-assessment strategy were the most preferred strategies by the participants. Therefore, the findings discussed Vasu et al. (2022) Vasu et al. (2022) stated that self-assessment as an effective strategy was not preferred by the participants of this study. Therefore, it can be concluded that in different behaviors or even within different fields of study, there will be different preferred self-regulated learning components or strategies that are appropriate depending on the field of study.

Previous research conducted by those who surveyed the SRL strategies used in the thesis writing process revealed that students mostly used environmental management strategies, seeking help, self-evaluation, goal setting, time management, and then task strategies. The previous findings are in line with the findings of this study where environmental management is the highest strategy preferred by the participants. In addition, the set-consequences strategy is ranked second and third as the highest preference self-regulation learning strategy used, but it was not provided in the last previous study as a self-regulation learning strategy used in the process of completing the thesis. However, previous research conducted by found a gap that self-regulation learning is effective in helping students complete their thesis, Hapsari and Fatmasari (2022) Hapsari and Fatmasari (2022) *but* the research was studied online during the COVID-19 pandemic. Therefore, the online learning environment will be different from the current situation, where the COVID-19 pandemic has ended. Therefore, participants can use more diverse self-regulation learning strategies and can manage more diverse components. In fact, during the COVID-19 pandemic, students can only use limited independent learning strategies. However, it can still be concluded that the two components and strategies that are the highest preferred by the participants of this study are also the most preferred components and strategies based on the results of previous studies because of the flexibility of these components and strategies. This means that it can be used in normal activities without any restrictions, or it can be used in very limited behaviors such as during the COVID-19 pandemic.

Based on the findings and discussions, it can be concluded that the components and strategies of independent learning can be implemented in various ways. The results of this study reveal that students have the strongest tendency to

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manage resources and prefer to use environmental management strategies in the context of independent learning strategies during the thesis completion process. As mentioned by Kristiyani (2016) , Although there are individual factors, learners can be influenced by external factors, such as family, school, and friends, even from the immediate environment. From the results of these findings, it can be concluded that external factors are the most preferred factor for students in carrying out independent learning strategies during the thesis. Settlement process. This is evidenced by RM1 (M= 3.48, SD= .62) as part of resource management ranking the highest in the self-learning component and EVS1 (M= 3.48, SD= .53) ranking the highest in the self-learning strategy. Therefore, it can be concluded that the most preferred strategies by students are related to external factors. Therefore, it is important for every individual and institution to pay attention to this as an important factor that will affect the length of a student's studies.

Conclusion

The participants showed a strong preference for learning in a specific location that supported concentration, as part of the management of learning resources in self-organized learning. Asking for clarification from supervisors and understanding their directions is considered the least desirable component of the learning process. In addition, the motivation to use effective learning methods in completing the thesis is also ranked as a priority.

Efforts to adhere to the study schedule and time management in completing the thesis are challenging, although important. Meanwhile, the lowest preference was given to seeking help from other students as well as reviewing class records, indicating the need for further investigation into peer support and information processing. This research underlines the need to understand more deeply the psychological and environmental factors that affect learning preferences, as well as the role of guidance in the thesis process.

Further research can focus on the effectiveness of self-regulated learning strategies, both preferred and not, to improve the learning process and thesis completion in various student backgrounds.

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