

The Improvisation of Strategies for Academic Self-Regulation During the Performance Phase of Arabic Learning

Hunainah

Universitas Muhammadiyah Palangkaraya
hunainah@umpr.ac.id

ملخص

استراتيجيات التنظيم الذاتي الأكاديمي المطبقة في تعلم اللغة العربية بين الطالبات في معهد نور الجديد تتضمن ممارسة اللغة الشفوية. هذا يشمل إثراء المفردات من خلال المراقبة، وتعليم الأقران في الصف أو في مجموعات صغيرة، وتيسير الأنشطة اللغوية باستخدام مقاربات شخصية أو جماعية متنوعة. أجريت دراسة الحالة النوعية هذه في مدرسة نور الجديد بيتون الإسلامية من خلال جمع البيانات من خلال الملاحظة، والمقابلات، وتحليل الوثائق. أسفر البحث عن: (١) مخطط للسيطرة على الذات والمراقبة الذاتية ضمن القيادة الذاتية الأكاديمية لطلاب نور الجديد بيتون في تعلم اللغة العربية، موضحا العمليات الفرعية الحالية؛ (٢) تحديد أنواع السيطرة على الذات والمراقبة الذاتية السائدة ضمن القيادة الذاتية الأكاديمية لطالبات نور الجديد بيتون الدارسات للغة العربية. الاستنتاج الذي توصلت إليه هذه الدراسة هو أن مجموعة متنوعة من الأنشطة اللغوية الممتعة يمكن أن تؤدي إلى استراتيجيات متنوعة ومحسنة

الكلمات الرئيسية: التنظيم الذاتي الأكاديمي، اللغة العربية، مرحلة الأداء

Abstract

The academic self-regulation strategies applied in Arabic language learning among female students at Nurul Jadid Institute involve practicing spoken language among themselves. This encompasses vocabulary enrichment through monitoring, teaching peers in class or smaller groups, and facilitating linguistic activities using various personal or group approaches. This qualitative case study conducted at Nurul Jadid Paiton Islamic boarding school involved data collection through observation, interviews, and document analysis. The research resulted in: (1) an outline of self-control and self-observation within the academic self-regulation of Nurul Jadid Paiton students learning Arabic, detailing existing subprocesses; (2) identification of the predominant types of self-control and self-observation within the academic self-regulation of Nurul Jadid Paiton students studying Arabic. The

conclusion drawn from this study is that a variety of enjoyable linguistic activities can lead to improvised strategies.

Keywords: Academic Self-Regulation, Arabic, Performance Phase

Introduction

Accomplished students demonstrate the ability to regulate themselves, utilize more efficient learning approaches, and adjust their actions when their learning process doesn't proceed as planned (Hong et al., 2021). This notion is supported also by Myron H. Dembo & Helena Seli (Dembo & Seli, 2013) and Carol S. Dweck & Ellen L. (Dweck & Leggett, 1988). These competencies hold significance not just in regular situations but also during challenging times such as the COVID-19 pandemic, as well as in their individual educational paths and throughout their lifetimes. (Hong et al., 2021).

Zimmerman highlights that academic Self-Regulation is focused on achieving goals, yet it also encompasses managing the process of self-regulation itself (Zimmerman, 2002). It's a combination of both skill and will. Montalvo & Torres (Montalvo & Torres, 2004) also highlight that every student can regulate their learning as long as they consistently follow the process. During the forethought phase, setting goals might seem relatively easy, but the challenge often lies in planning strategies and motivation in the initial phase, and executing those plans during the performance phase. Consequently, self-motivation beliefs play a crucial role in ensuring successful implementation, and developing Arabic writing skills (Mufidah, 2016). For this purpose, Zimmerman offers subprocesses within the initial stages of the forethought phase, which consist of two segments: task analysis and self-motivation beliefs. Concerning the performance phase, it is categorized into self-control and self-observation. Under self-control, there are subdivisions such as task strategies, imagery, self-instructions, time management, environmental structuring, and help seeking. Meanwhile, self-observation encompasses metacognitive self-monitoring and self-recording.

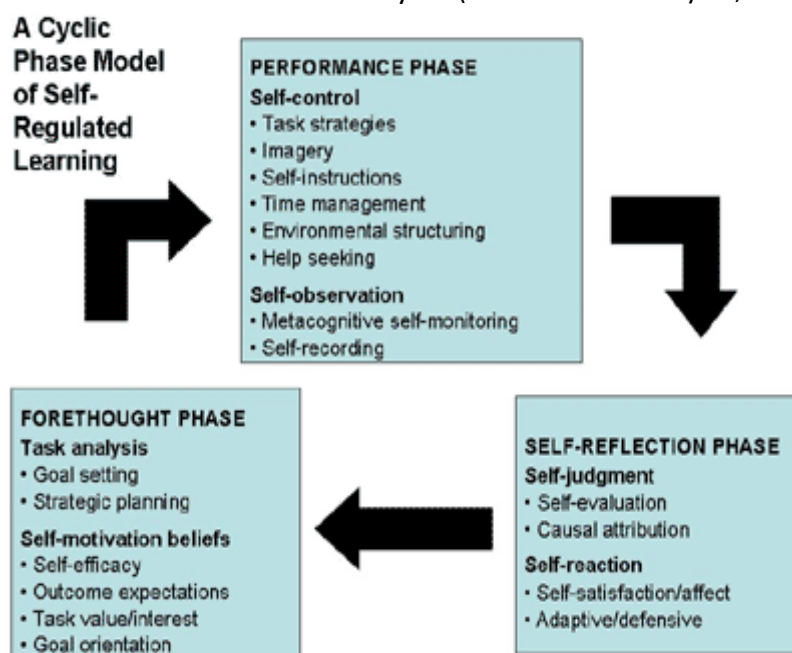
Following initial observations, it was discovered that Nurul Jadid Paiton students effectively applied academic self-regulation to learn Arabic, encompassing the cyclic process. Consequently, this research aims to: (1) provide an outline of self-control and self-observation within the academic self-regulation of Nurul Jadid Paiton students learning Arabic, detailing existing subprocesses; (2) identify the predominant types of self-control and self-observation within the academic self-regulation of Nurul Jadid Paiton students studying Arabic. Describing these prevalent patterns will offer guidance to students in other Islamic schools, aiding their comprehension of academic self-regulation in Arabic language learning; (3) In the forthcoming performance evaluation phase, it is crucial for subsequent researchers to concentrate on enhancing strategies during this phase and fostering independence, along with diverse independent strategies for learning Arabic. This aims to better support each student in achieving consistently measurable advancements in Arabic language learning.

Zimmerman sees learning as a proactive independent process, not as a passive response to teaching. Academic self-regulation involves self-initiated thoughts, feelings, and behaviors directed towards achieving learning goals. The founder of this



theory also emphasizes it as a reactive response to stimuli and then utilizes cognitive, emotional, and behavioral mechanisms to influence their environment.

Cyclical Phases model Zimmerman and Moylan (Zimmerman & Moylan, 2009)



The three sequential phases of academic self-regulation are planning (Forethought), problem-solving (Performance), and self-evaluation (Self-reflection). Concerning the performance phase, it is categorized into self-control and self-observation. Under self-control, there are subdivisions such as task strategies, imagery, self-instructions, time management, environmental structuring, and help seeking. Meanwhile, self-observation encompasses metacognitive self-monitoring and self-recording.

Some older literature mentioned, although considered dated, lays the groundwork for Zimmerman's academic self-regulation theory. Furthermore, recent international studies have surfaced, including research on self-regulation in Arabic language learning in Scandinavia due to immigration from the Middle East and North Africa (Calafato, 2020). Notably, Mufidah & found that as much as 78% of success in Arabic language debates is linked to self-directed learning and self-efficacy among team members (Mufidah & Nuryani, 2019). Theoretical perspectives also propose that concepts like tawakkul (reliance on God) and tauhid (belief in the oneness of God) contribute to reinforcing divine values as the basis for self-regulation in religious practices (Huda et al., 2019).

The Performance phase consists of self-control and self-observation. As part of self-control, the description of task strategies involves studying language theory in morning classes and participating in additional sessions for practical application afterward. The rationale behind this is to facilitate a balance between theory and practice. Notable strategies implemented include presenting language performance activities effectively, reviewing lessons, seeking help when necessary, and reinforcing learning through memorization, reviewing, and teaching peers.

Task strategies facilitate learning by simplifying the task into its fundamental parts and restructuring them in a meaningful way (Puustinen & Pulkkinen, 2001). Mental imagery involves deliberately using the senses to mentally practice a specific motor skill or sequence of movements, either independently or alongside physical movement (Anderson, 1997). For instance, when learning the Spanish word "pan" for "bread," an English-speaking girl might create an image of a bread pan or use the phrase "bread pan" for self-guided instruction (Zimmerman, 2002). Self-instruction technique, stemming from cognitive-behavioral theory, employs patterns of self-verbalization to aid students in self-management by steering away from negative instructions and embracing positive guidance (Siddik et al., 2021). Active self-instruction techniques are employed to tackle student academic procrastination (Rachmanti et al., 2022) and can be taught to individuals with disabilities, thereby enhancing the autonomy of those with moderate or severe mental disabilities in integrated environments (Hughes). This approach holds potential as an intervention tool for school psychologists to enhance student academic performance (Fish & Pervan, 1985).

Time management involves effectively organizing and utilizing one's time (Zimmerman, 2002). Allocating adequate study time through efficient time management is crucial, yet alone, it's not sufficient for a productive self-regulated learning system (Wolters & Brady, 2021). Environmental structuring is essential, especially in online learning (Hong et al., 2021). Preparing a quiet space for attending online lessons and allocating extra study time for online courses are examples of environmental structuring and time management strategies, respectively. Help-seeking involves seeking assistance through social platforms rather than seeking explanations from references. For instance, asking classmates about unclear content after an online session constitutes help-seeking behavior (Hong et al., 2021).

Self-observation includes metacognitive self-monitoring, where individuals internally track their cognitive performance, like noticing the frequency of mistakes, such as forgetting to capitalize words while writing an essay. Self-recording, exemplified by students monitoring and recording their study time to comprehend their study habits. For instance, a student might observe that studying alone leads to quicker completion of homework compared to studying with a friend (Zimmerman, 2002).

Previous significant researches related to academic self-regulation, considerable attention was dedicated to exploring models and theories while often testing a specific model or theory within a particular subject area or educational institution. To address this, the current research deliberately narrows its focus solely to the performance phase, excluding a comprehensive discussion of all activities within this phase. Instead, the study delves into a detailed description of the prevalent and predominant techniques utilized by female students in autonomously studying Arabic language skills within the unique setting of Islamic boarding schools, which inherently create an artificial language environment. Consequently, the research objectives and scope are deliberately restricted to the aspects outlined above.

Method



This research employs a qualitative approach to thoroughly understand the experiences encountered by the research subjects. A case study design is also used to extensively explore cases through comprehensive data exploration. The data mining process involves utilizing various sources of information rich in contextual details (Creswell, 2015). The selection of research participants was selected using a purposive technique, assisted by a key individual in the field (Sugiyono, 2014).

Interviews, observations, and documentation are utilized as data collection techniques in this research. The researcher plays a crucial role as the primary data collector, utilizing their field knowledge to gather in-depth and comprehensive data. This study is conducted at the Nurul Jadid Paiton Islamic Boarding School for Girls. The research data consists of student behaviors and words related to academic self-regulation, specifically focusing on self-control and self-observation.

The data sources for this research were obtained through interviews with subjects and informants, including female students (santriwati), the language department supervisor, and an Islamic studies teacher (ustadzah). The researcher conducted in-depth and structured interviews. Apart from interviews, data were also gathered from documents related to self-motivation beliefs in the process of academic self-regulation. Data analysis was performed using the interactive model by Miles-Huberman, involving data reduction, data display, and data verification as the final steps of the model.

Results and Discussion

In the initial phase, The research indicates that motivational beliefs exerted a more substantial influence on students' GPAs compared to grit. However, this is certainly not enough if it is not balanced with various strategies in trying to realize the performance phase. In the forethought phase, beliefs play a crucial role. Research indicates that motivational beliefs have a greater impact on students' GPA compared to grit. However, this alone is not sufficient without balancing it with various strategies to achieve the realization of the performance phase (Martin et al., 2022).

The Performance Phase encompasses self-control and self-observation. In terms of self-control, the strategy involves studying language theory during morning classes and engaging in additional sessions for practical application afterward. According to the participants, the purpose behind this approach is to achieve a harmonious equilibrium between theoretical knowledge and practical implementation. Among the strategies adopted by female students, the most common ones include proficiently presenting language performance activities, revisiting lessons for reinforcement, seeking assistance when required, and solidifying learning by memorization, reviewing, and teaching peers.

The self-instruction practiced by female students involves regular review of memorized lessons and integrating new vocabulary into their daily activities. As per the students' admission, the purpose behind this approach is to prepare for later implementation during the performance stage. The primary strategies frequently employed by female students encompass activities such as listening, reading, discussing key points, memorization, along with extensive reading, vocabulary drills, and writing exercises. This pattern aligns with the conventional mode of self-



instruction, where one observable behavior includes students verbally reciting or rehearsing a formula while recalling it (Alhadi & Supriyanto, 2017).

Concerning imagery, it entails associating terms with simpler, more familiar concepts. As per the subjects' acknowledgment, the purpose behind using this technique is to enhance comprehension, supported by strategies involving explanatory visualizations and the use of mind maps. A prevalent strategy commonly employed by female students involves envisioning themselves as actual actresses during Arabic language performances and visualizing the conclusion while taking exams. Moreover, this visualization technique finds application in neuroscience to enhance brain stimulation (Skottnik & Linden, 2019).

Time management is defined as the practice employed to attain proficiency in language skills within a specified timeframe. As per the subjects' admission, the purpose behind using this approach is to effectively utilize the time available after completing daily tasks to dedicate practice sessions specifically to Arabic language skills, particularly speaking. The primary strategy frequently utilized by female students involves seizing diverse opportunities throughout the day to both study and teach, thereby optimizing their personal study time.

Environmental structuring entails searching for suitable study places based on the situation to aid in focusing. The rationale behind this is to assist in maintaining focus, supported by strategies aimed at finding a quiet, suitable study environment conducive to focus, regardless of pedestrian traffic.

In seeking self-help, the process entails seeking clarification by approaching classmates or older acquaintances, taking the proactive step to seek further understanding. The primary strategies frequently employed by female students involve seeking assistance from peers, older individuals, supervisors, and teachers. The social environment also holds significant importance in facilitating this process (Sakalidis et al., 2022). When accompanied by early-stage expectations of positive outcomes, this environmental arrangement has the potential to enhance motivation, acting as a driving force across all three phases. However, it's important to note that the expectation of results might not serve as the primary motivator for everyone. This was evident in a study involving 10 Islamic boarding school students who had memorized at least 15 juz of the Al-Qur'an (Latipah, 2022).

Environmental structuring involves selecting an appropriate study location based on the circumstances to enhance concentration. As per the subjects' accounts, the purpose behind employing this approach is to aid in sustaining focus. The primary strategies commonly utilized by female students include techniques aimed at discovering a tranquil and suitable learning environment conducive to concentration. This includes situations where there might be numerous pedestrians passing by, yet as long as they don't cause disruption, the students are able to maintain their focus.

The second part of the Performance phase is self-observation, which comprises metacognitive self-monitoring and self-recording. Metacognitive self-monitoring involves enhancing linguistic skills by contemplating past experiences during performance. As per the subjects' acknowledgment, the purpose behind using this approach is to recognize errors for subsequent revision. The primary strategy frequently employed by female students is the identification of issues and subsequent



behavioral adjustments. Encouraging effective self-regulatory techniques and nurturing on going metacognitive skills is crucial, whether in conventional classroom settings or digital learning environments, serving as exemplar teaching practices (Johnson & Davies, n.d.).

Nonetheless, self-feedback holds significance and can positively influence self-efficacy (Vattøy, 2019). It plays a notably important role in second language (L2) acquisition (Lee & Evans, 2019) and also contributes to enhancing second language writing skills (Qiu & Lee, 2020).

Self-recording is described as the use of notes as an authentic personal tool to determine whether strategies are aligned with desired accomplishments. According to the subjects' confession, the reason they used this was to determine if the strategy employed aligns with the intended achievement. The prominent strategy that female students most often apply is identifying by memory without writing because time is very limited. In essence, the fundamental idea behind self-recording is to conserve energy by automatically storing personal information and ensuring its precision, thereby avoiding unnecessary practice (Kurt Erhan, 2016).

Table 1. Applied Performance Phase

The Performance Phase			
A. Self-Control			
Sub Process	Descriptive	Analytical	Implemented Prominent Strategies
1. task strategies	Studying language theory in the morning class and attending additional sessions to practice it afterward.	To facilitate achieving a balance between theory and practice:	Present language performance activities as effectively as possible while reviewing lessons and their application, seeking assistance when needed, and reinforcing learning through memorization, reviewing, and teaching younger classmates or peers.
2. self-instructions	Consistently reviewing memorized lessons and implementing new vocabulary in daily routine	To facilitate the execution of the performance phase	Listening, followed by reading, discussing key points, and then memorizing. Application includes extensive reading and vocabulary; Memorization and review integrated with writing exercises.
3. imagery	Thinking about the connection of those terms with something simpler and more familiar to oneself.	Facilitating	Visualizing explanations and mind maps: Imagining her self as a real actress while demonstrating Arabic performances, and during exams by visualizing the conclusions
4. time management	Discipline in achieving the target time for mastering	To allocate and efficiently utilize the	Utilizing the night, early morning, and during study



	language skills.	little remaining time after full activities for practicing Arabic skills, especially speaking skills.	hours; utilizing the evening for teaching others, while allocating the remaining time for personal learning.
5. environmental structuring, and	Searching for a suitable place to study according to the situation.	Aiding in training focus.	A place with minimal noise; a suitable place regardless of pedestrian traffic, provided there is focus.
6. help seeking	Clarification by asking older classmates or peers.	Taking the initiative to ask for further clarification	Asking colleagues; those older or supervisors; and teacher.
B. Self-Observation			
1. metacognitive self-monitoring	linguistic skills enhancement during performance by reflecting on past experiences.	To identify errors that can be revised or changed	Identify the problem with the behavior added or reduced
2. self-recording	Keeping records emerged as an authentic personal recording tool.	To determine if the strategy employed aligns with the intended achievement.	memorization without writing

The described improvisation is what the female students at Nurul Jadid Paiton during their specialized language activity in the evenings. This evenings Arabic activity not only reveals talents but also serves as an enjoyable space for practicing Arabic. The sequence of actions in this performance phase becomes more intense as an individual works on it, leading to greater flexibility in adaptation. This allows them to adopt the most suitable and effective strategies based on the situation. Additionally, researcher intervention to teach students to regulate their academic selves should also be considered. The results are more effective compared to when conducted by a teacher or a computer (Korpershoek, 2013). The innovations mentioned primarily target the cultivation of cultural capital to enable active societal involvement and the acquisition of social capital. Research has highlighted the significance of human resource strategies focusing on enhancing the cultural capital of decision-makers (Almeida et al., 2018).

Conclusion

The academic self-regulation process of learning Arabic at Nurul Jadid at the performance stage is based on the appearance of enjoyable linguistic activities. The students' attitudes toward them in academic self-regulation generate multiple improvisations. As for the reasons behind adopting academic self-regulation for Arabic skills at Nurul Jadid Institute is Facilitating the attainment of the main objective: to Understanding the Quran and Arabic references.

The academic self-regulation strategy applied for learning arabic among female students at Nurul Jadid Institute involves practicing spoken language among themselves in a linguistic environment. It includes enriching vocabulary through supervisors, teaching peers in the classroom or in smaller groups, and facilitating linguistic activities using various approaches.



References

- Alhadi, S., & Supriyanto, A. (2017). *Prosiding Seminar Nasional SELF-REGULATED LEARNING CONCEPT: STUDENT LEARNING PROGRESS*.
- Almeida, S., Waxin, M.-F., & Paradies, Y. (2018). Cultural Capital of Recruitment Decision-Makers and its Influence on their Perception of Person-Organisation Fit of Skilled Migrants. *International Migration*, 57(1), 318–334.
- Anderson, A. (1997). Learning Strategies in Physical Education: Self-Talk, Imagery, and Goal-Setting. *Journal of Physical Education, Recreation & Dance*, 68(1), 30–35. <https://doi.org/10.1080/07303084.1997.10604874>
- Calafato, R. (2020). Learning Arabic In Scandinavia: Motivation, Metacognition, And Autonomy. *Lingua*, 246, 102943.
- Creswell, J. W. (2015). *Penelitian Kualitatif dan Desain Riset: Memilih Diantara Lima Pendekatan*. Pustaka Pelajar.
- Dembo, M. H., & Seli, H. (2013). *Motivation and Learning Strategies for College Success: A Focus On Self-regulated Learning*. Routledge.
- Dweck, C. S., & Leggett, E. L. (1988). A Social-Cognitive Approach To Motivation And Personality. *Psychological Review*, 95(2), 256–273.
- Fish, M. C., & Pervan, R. (1985). Self-instruction training: A potential tool for school psychologists. *Psychology in the Schools*, 22(1), 83–92. [https://doi.org/https://doi.org/10.1002/1520-6807\(198501\)22:1<83::AID-PITS2310220117>3.0.CO;2-T](https://doi.org/https://doi.org/10.1002/1520-6807(198501)22:1<83::AID-PITS2310220117>3.0.CO;2-T)
- Hong, J.-C., Lee, Y.-F., & Ye, J.-H. (2021). Procrastination Predicts Online Self-Regulated Learning And Online Learning Ineffectiveness During The Coronavirus Lockdown. *Personality and Individual Differences*, 174, 110673.
- Huda, M., Sudrajat, A., Muhamat, R., Mat Teh, K. S., & Jalal, B. (2019). Strengthening Divine Values For Self-Regulation In Religiosity: Insights From Tawakkul (trust in God). *International Journal of Ethics and Systems*, 35(3), 323–344.
- Johnson, G. M., & Davies, S. M. (n.d.). *Self-Regulated Learning in Digital Environments: Theory, Research, Praxis*. www.britishjr.org
- Korpershoek, H. (2013). *Effective Strategies for Self-regulated Learning*. <https://www.researchgate.net/publication/322266934>
- Kurt Erhan, G. (2016). An Overview of Self-Regulated Learning Models Öz-düzenleyici Öğrenme Modellerine Genel Bir Bakış. *BAŞKENT UNIVERSITY JOURNAL OF EDUCATION*, 2016(2), 124–131.
- Latipah, E. (2022). Motives, Self-Regulation, and Spiritual Experiences of Hafizh (The Qur'an Memorizer) in Indonesia. *International Journal of Instruction*, 15(1), 653–672.
- Lee, M.-K., & Evans, M. (2019). Investigating the Operating Mechanisms of the Sources of L2 Writing Self-Efficacy at the Stages of Giving and Receiving Peer Feedback. *The Modern Language Journal*, 103(4), 831–847.
- Martin, H., Craigwell, R., & Ramjarrie, K. (2022). Grit, Motivational Belief, Self-Regulated Learning (SRL), and Academic Achievement Of Civil Engineering Students. *European Journal of Engineering Education*, 47(4), 535–557.



- Montalvo, F. T., & Torres, M. C. G. (2004). Self Regulated Learning: Current and Future Directions. *Electronic Journal of Research in Educational Psychology*, 2(1), 1–34.
- Mufidah, N. (2016). *Istiratijiyyatu al-Tanzhim al-Dzati li Maharati al-Kitabati Lada Thalabati al-Barnamaj al-Mukatstsafi li Ta'lim al-Lughah al-'Arabiyyah Jami'ah Maulana Malik Ibrahim al-Hukumiyah Malang* [Doctoral]. Universitas Islam Negeri Malang.
- Mufidah, N., & Nuryani, W. R. (2019). Self Regulated Learning Dan Self Efficacy Mahasiswa Tim Debat Bahasa Arab Al-Kindy. *Arabiyatuna: Jurnal Bahasa Arab*, 3(1), 13–28.
- Puustinen, M., & Pulkkinen, L. (2001). Models of Self-regulated Learning: A review. In *Scandinavian Journal of Educational Research* (Vol. 45, Issue 3, pp. 269–286). <https://doi.org/10.1080/00313830120074206>
- Qiu, X., & Lee, M.-K. (2020). Regulated Learning And Self-Efficacy Beliefs In Peer Collaborative Writing: An Exploratory Study Of L2 Learners' Written Products, Task Discussions, And Self-Reports. *System*, 93, 1–45.
- Rachmanti, R., Putri, A. S. T., Intan Puspitarini, E., & Makhmudah, U. (2022). The Effectiveness of Group Counseling in Overcoming Procrastination Behavior of Junior High School Students: A Systematic Literature Review (SLR). *SHEs: Conference Series*, 5(2), 525–531. <https://jurnal.uns.ac.id/shes>
- Sakalidis, K. E., Menting, S. G. P., Elferink-Gemser, M. T., & Hettinga, F. J. (2022). The Role of the Social Environment in Pacing and Sports Performance: A Narrative Review from a Self-Regulatory Perspective. In *International Journal of Environmental Research and Public Health* (Vol. 19, Issue 23). MDPI. <https://doi.org/10.3390/ijerph192316131>
- Siddik, K. E. A., Fatimah, S., & Novianti, W. (2021). TEKNIK SELF INSTRUCTION BERBASIS ONLINE TERHADAP KEJENUHAN BELAJAR SISWA MTS KELAS VIII. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 4(4), 317. <https://doi.org/10.22460/fokus.v4i4.7353>
- Skottnik, L., & Linden, D. E. J. (2019). Mental imagery and brain regulation—new links between psychotherapy and neuroscience. *Frontiers in Psychiatry*, 10(OCT). <https://doi.org/10.3389/fpsy.2019.00779>
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Vattøy, K.-D. (2019). Teachers' Beliefs About Feedback Practice As Related To Student Self-Regulation, Self-Efficacy, And Language Skills In Teaching English As A Foreign Language. *Studies In Educational Evaluation*, 64, 1–10.
- Wolters, C. A., & Brady, A. C. (2021). College Students' Time Management: a Self-Regulated Learning Perspective. In *Educational Psychology Review* (Vol. 33, Issue 4, pp. 1319–1351). Springer. <https://doi.org/10.1007/s10648-020-09519-z>
- Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. *College of Education, The Ohio State University*, 41(2), 64–70.
- Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: where metacognition and motivation intersect. In D. J. Hacker & J. Dunlosky (Eds.), *Handbook of Metacognition in Education* (pp. 299–315). Routledge.

