Self-Regulated Learning in Students Who Pass the SNBT Using E-Learning as a Learning Media

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Abstract

This study explores the effectiveness of self-regulated learning (SRL) in students who pass the SNBT using e-learning as a learning medium. SRL is a process in which students independently manage and maintain their cognitive, emotional, and motivational aspects to achieve predetermined learning goals. Passing the SNBT is an achievement that requires students' learning independence. This research utilized a qualitative method with 4 students who passed the SNBT using e-learning as respondents, selected through convenience sampling. Data were collected through semi-structured interviews, transcribed, and analyzed using thematic analysis. The results of the study indicate that students who used e-learning in SNBT preparation successfully passed the selection and entered the best state universities due to their ability to self-regulate through three phases of SRL: planning, execution, and reflection. E-learning helped students set learning goals, choose appropriate learning strategies, and manage time effectively. During the execution phase, students were active in the learning process and adjusted methods as needed. In the reflection phase, students evaluated learning outcomes and made improvements based on feedback. Students who applied SRL demonstrated high learning independence and motivation. These findings emphasize the importance of integrating technology in education to enhance students' effectiveness and academic success.

Keywords: *Self-Regulated Learning*, *E-Learning*, *Students*, *SNBT.*

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A. INTRODUCTION

Online learning, also known as distance learning, is inseparable from the role of technology. Technology facilitates individuals in acquiring knowledge and undergoing the learning process. This is consistent with Tounder et al.'s perspective (cited Selwyn, 2011), who argue that digital technology in educational institutions serves as a supportive means for learning activities, both as a tool for accessing learning resources and as a support for learning activities.

As a result of technological advancements, numerous e-learning platforms have emerged (Salsabila et al., 2020). Since the widespread outbreak of the COVID-19 virus, many companies in the field of educational technology have developed their e-learning applications or platforms (such as Google Indonesia, Kelas Pintar, Microsoft, Quipper, Ruangguru, Sekolahmu, Zenius, and Pahamify) to assist students in self-directed learning at home as a form of non-formal education. E-learning platforms generally provide various technology-based learning services, such as virtual classes, online exam platforms, instructional videos, private tutoring, online tutoring, and other educational content (idcloudhost.com, 2021). Medcom.id

reveals that several e-learning platforms offer various conveniences in online learning as well as guidance before university entrance exams (Miftahudin, 2021).

Referring to one e-learning platform, their application's user base recorded a 150% increase during the pandemic, with the majority of users coming from elementary and high school students (Andarningtyas, 2020). Among high school students, e-learning platforms serve as alternative educational mediums for conducting online learning activities in preparation for the *Seleksi Nasional Berdasarkan Tes* (SNBT), which is the entrance exam for *Perguruan Tinggi Negeri* (PTN) conducted through the *Ujian Tulis Berbasis Komputer* (UTBK) system (Satyaningtyas, 2021). SNBT serves as one of the pathways for admission to PTN, hence attracting many students to participate in the selection process. This makes the SNBT selection process highly competitive, to select students with the best capabilities. Evaluation relies on the intellectual ability and academic consistency of students deemed suitable to become prospective university students in public institutions.

E-learning platforms serve as effective media for providing online learning services to students aspiring to pass the SNBT selection process. This is because e-learning platforms offer features such as instructional videos, question banks, summary materials, and UTBK trial tests that can be accessed independently as learning facilities. While using e-learning platforms, students are given the freedom to choose their preferred learning methods, manage their study hours, and determine which topics need further study. However, in practice, online learning poses significant challenges for students, as they are required to self-regulate their learning activities and maintain a higher level of study discipline. The students' learning independence in this study refers to their ability to self-regulate in the learning process, known as Self-Regulated Learning (SRL).

Self-regulated learning is the process by which students develop strategies by managing their cognition, metacognition, and learning motivation (Kristiyani, 2016). Zimmerman & Schunk (2011) state that self-regulated learning (SRL) is a learning process in which students independently activate and maintain cognition, affect, and behavior systematically, referring to the achievement of their personal goals. Simply put, self-regulated learning is an active learning process that involves setting goals, planning and monitoring learning activities, regulating and controlling cognition, motivation, behavior, and environment to achieve predetermined outcomes (Filho, 2001; as cited in Fasikhah & Fatimah, 2013). According to Schunk (1996; as cited in Schraw et al., 2006), self-regulated learning involves individuals' ability to understand and manage their learning environment. To achieve this, individuals need to set goals, select strategies that support goal achievement, implement these strategies, and monitor the process of goal attainment.

Zimmerman (2002) classifies the process of self-regulated learning into a cycle consisting of three phases: forethought, performance, and self-reflection. The first phase, forethought, involves processes and beliefs that occur before the learning activity begins. During this phase, students initiate by planning learning stages, analyzing tasks, setting learning goals, and designing learning strategies. The second

phase, performance, is the process when learning takes place. In this process, students start practicing designed strategies, observe their personal performance, and are capable of modifying their learning methods without assistance from others (Zimmerman, 2002). The third phase, self-reflection, occurs after learning. In this process, students evaluate the effectiveness of the learning strategies employed, assess the outcomes of the strategies set, and match the strategies with their learning methods. These three phases in the cycle occur repeatedly, with previous evaluation outcomes serving as guidance to adjust and plan subsequent tasks (Zimmerman, 2002).

Previous research results indicate that students' self-regulated learning behavior positively impacts students' academic performance in traditional face-to-face classrooms (Kramarski & Gutman, 2006; Kramarski & Mizrachi, 2006; Lan, 1996; Orange, 1999 as cited in Barnard et al., 2009). The research conducted by Darr & Fisher (2004; as cited in Supianti, 2016) found a strong correlation between self-regulated learning and student success, and learning independence has a positive effect on learning and academic achievement. Consistent with the study by Handayani & Hidayat (2018), learning independence has a positive impact on learning outcomes. If students' self-regulated learning skills in traditional face-to-face classrooms play an important role in achieving learning success, it is expected that self-regulated learning skills will play an even more crucial role in online learning environments. Therefore, self-regulated learning is an important aspect that students need to possess when engaging in learning activities using e-learning platforms.

Anggelika (2019; as cited in Lidiawati & Helsa, 2021) reveals that students who possess self-regulated learning in the learning process will be earnest in achieving high academic performance because they are aware of their responsibilities and know learning strategies that suit them. However, students who lack self-regulated learning abilities tend to rely more on guidance or supervision from others during learning activities. This is because the self-regulated learning process emphasizes the active involvement of students in carrying out the learning process independently. This is in line with the explanation by Umar & Sulo (2005), who state that learning independence is learning activity driven by one's own will, choice, and accompanied by a sense of responsibility from the learner.

Self-regulated learning among students who learn using e-learning platforms provides a unique experience for them to cultivate independence and initiative during the learning process. This includes being conscious about seeking required learning materials, setting study schedules, and finding ways to overcome difficulties in understanding certain subjects. Based on interviews conducted with one of the founders and the CEO of an e-learning platform, it was revealed that 77% of students who successfully passed the national university entrance exam (PTN) studied for an average of 1 hour per day using the features of the e-learning platform. Their success in the selection process was attributed to the consistency, perseverance, discipline, and fighting spirit of the students. Interviews with 2 students

participating in learning activities on the e-learning platform conveyed their appreciation for the support provided by e-learning. "The ease of accessing TPS learning materials and the availability of tryouts helped F sharpen their understanding of the learned material," said one student. Furthermore, another student mentioned, "The explanation of the material by the master teacher made it easier for R to understand subjects not yet mastered. The practice questions and weekly tryouts provided also helped R to achieve their dream campus." (tribunnews.com, 2020).

Based on the presentation above, it is evident that online learning activities through e-learning platforms have a positive influence on the academic achievement of students who pass the SNBT when balanced with self-regulated learning within them. Considering this, researchers are interested in understanding the forms of self-regulated learning among students who use e-learning platforms as a learning medium and pass the SNBT. It is hoped that this research will provide benefits and contribute to knowledge in the field of psychology, especially educational psychology, regarding students' self-regulated learning in the digital learning era.

B. METHOD

This research employs a qualitative research method with a phenomenological approach. This approach focuses on the experiences of subjects within a particular phenomenon and aims to explore what truly occurs within a phenomenon (Creswell, 2014). The subjects in this study are 4 students who passed the SNBT in 2021 using e-learning platforms as their learning medium, selected through convenience sampling. The subjects were chosen based on the following criteria: 1) First-year university students; 2) Passed the SNBT selection at Indonesia's top universities; 3) Engaged in learning activities using e-learning applications during SNBT preparation.

Data was collected through semi-structured interviews, wherein the researcher used a question guide as a reference. However, the researcher was also flexible in asking additional questions tailored to the situation and conditions of the participants to delve further into information. The questions posed to the subjects were in the form of open-ended questions. Information was gathered regarding how students organize and determine study plans; methods for selecting appropriate learning strategies; ways to monitor and evaluate learning activities; and how students would independently manage the learning process to achieve the learning goal of passing the SNBT exam selection. Before data collection, the researcher obtained written consent from the subjects. Interview data, recorded in audio format, was then transcribed verbatim for analysis.

The data analysis technique used is thematic analysis. Thematic analysis is one of the methods that can be used to analyze data to identify patterns or find themes from an event experienced by the subjects (Braun & Clarke, 2006). This technique is an effective way to find connections in patterns within a phenomenon and explain to what extent a phenomenon can occur based on the researcher's perspective

(Fereday & Muir-Cochrane, 2006). The stages in conducting thematic data analysis follow the guidelines from Braun & Clarke (2006), as follows:

Table 1. Data Analysis Steps

Analysis Steps	Technical Explanation
Familiarizing oneself with data	Researchers read the verbatim results repeatedly
Generating initial codes	Researchers tried to code the answers given by respondents
Searching for themes	Codes made are divided based on themes
Reviewing themes	Seeing recurring patterns to be put into one theme
Defining and naming themes	Determining the name of the theme based on relevant data
Writing reports	Make a description of the data obtained in the form of an article

C. RESULT AND DISCUSSION

The data obtained consists of verbatim transcripts from semi-structured interviews with four participants. All responses will be analyzed by assigning specific codes. These codes will then be grouped into several themes, namely (1) Students' perceptions of e-learning application; (2) the Pre-learning phase (forethought); (3) the Learning phase (Performance); (4) the Post-learning phase (Self-reflection). Explanations of each theme will be presented in the following paragraphs.

Table 2. Participant Demographic Data

	Partisipant 1	Partisipant 2	Partisipant 3	Partisipant 4
Sex	Female	Male	Female	Male
Age	21 years	20 years	18 years	19 years
Education	2nd semester student, Sociology, Universitas Gadjah Mada	2nd-semester student, Managemen, Universitas Indonesia	2nd semester student, Chemistry, Universitas Padjadjaran	2nd semester student, Accounting, Universitas Diponegoro

Theme 1: Students' interpretation of e-learning applications

The participants interpret e-learning applications as learning media that play a crucial role in guiding and encouraging independent student learning. This is facilitated by sharing learning activities, such as video learning materials; collections of test banks or SNBT practice questions; interactive classes with tutors; and independent tryouts.

"Karena kalau di e-learning itu kan emang settingnya memang belajar online gitu, memang sudah di setting kita belajar mandiri sendiri, udah di setting tutornya dari jauh gitu. Memang sudah seperti itu dari sananya jadi materi yang disediakan, cara tutornya, terus cara apa yaa… disediain soal-soalnya itu memang udah menyesuaikan untuk online gitu jadi dari satu aplikasi itu kita udah bisa akses semuanya gitu. Nah disitu aku bisa akses video belajarnya yang kelas 10,11,12. Terus plus materi SBMPTN, terus aku juga ada ikut kelas interaktifnya." (partisipant 1)

"Wow... berperan banget sih, besar banget perannya. Aku tuh SMA IPA dan emang ga suka sih sama kimia dan lainnya gitu kimia, fisika, dan lain-lain. Tapi kaya ada interest di IPS terutama di ekonomi dan sejarah aku suka 2 itu. Dan ketika belajar melalui platform ini kan, waktu itu pandemi ya jadi bingung mau manggil guru les dari mana dan ga sreg aja gitu dengan konsep les gitu. Akhirnya ah coba ah platform e-learning terus ketemu terus enak banget. Kayanya ga bakal bisa kalo ga ada e-learning deh karena biasanya aku ga dapet sejarah, ekonomi, dapetnya kimia, fisika. Tapi pas di e-learning ini enjoy banget sih belajarnya walaupun belajar sendiri. Bisa akses semua video dan dapat beberapa kali tryout dari platform tersebut." (partisipant 2)

"Kalau dari aku sendiri sih berperan penting banget ya kak, soalnya aku bener-bener bingung gitu belajar SBMPTN dari mana. Terus kalau misalkan baca di buku-buku SBMPTN yang tebel banget tuh kaya menurut aku berat banget, jadi aku lebih prefer buat ntn video sih kak gitu. Banyak fitur-fitur yang bisa kita cobain gitu. Kaya misalkan video-video materi, terus disana juga dari setiap video mereka itu ada kaya latihan soalnya gitu. Jadi kaya buat mengetahui setelah kita nonton video itu udah sepaham mana gitu pemahaman kita terhadap materi yang udah kita tonton itu. Terus biasanya kalau berlangganan SBMPTN tuh ada kaya fitur TO gitu, nah itu biasanya aku ikutan gitu di aplikasi e-learning itu kaya gitu. Terus aku juga ikutan kaya kelas onlinenya gitu kak." (partisipant 3)

"Menurut aku aplikasi itu sangat membantu ya ka, terutama untuk materi-materinya terus juga soal-soalnya. Fiturnya mulai dari video pembelajarannya, latihan soalnya, tryout, bahkan ada kelas teaching-nya sendiri gitu kak setiap hari jam berapa jam berapa itu sudah dijadwalkan." (partisipant 4)

Theme 2: The planning phase (forethought)

The planning phase involves activities and beliefs adopted by an individual before initiating the learning process. It begins with the activity of analyzing a task that will be undertaken with the aim of creating a plan (Schunk, 2001; in Zumbrunn, et al., 2011). In this study, participants analyze tasks by setting their learning targets or goals (setting goals). Such targets or goals may include aiming to enter their desired PTN.

"Ekspektasi aku, aku masuk UGM gitu." (partisipant 1)

"Fokus lagi tuh untuk ngejar masuk PTN atau SBM dengan 2 indikator yaitu pertama suka pelajarannya dan yang kedua ini cukup menjanjikan di masa depan." (partisipant 2)

"Waktu kelas 12 rencananya cuma ke PTN aja kak." (partisipant 3)

"Nah di awal Maret aku sempet mikir lagi apa aku mau coba PTN aja ya." (partisipant 4)

Additionally, besides setting goals, participants also provided many responses regarding strategic planning. Participants planned to do things once they decided to choose to enter state universities, such as finding learning resources and creating plans for studying regularly. Some participants also sought information about universities and majors to be chosen beforehand.

"Jadi aku bilang sama orang tua aku gitu, gimana kalau misalnya aku ikutan bimbel online untuk persiapan SB." (partisipant 1)

"Ngelakuin riset universitas dan jurusannya dulu, kaya environment-nya gimana, kesempatan bekerja, penghasilannya gimana di jurusan tersebut supaya nggak ngerasa salah lagi."; "P*ersiapannya tuh aku sampai pake 4 platform e-learning sekaligus gitu*."; "*Ekstrim banget, setiap hari belajar*." (partisipant 2)

"Jadi pas kelas 12 itu kebetulan aku tuh mulai belajar-belajar dari aplikasi belajar online gitu kaya RG gitu." (partisipant 3)

"Mulai awal Maret aku mulai coba untuk belajar tentang materi UTBK terus aku join ke e-learning ini gitu kak." (partisipant 4)

Secondly, analyzing a task is also related to students' beliefs about their own tasks or learning processes, which can motivate them (Zimmerman & Schunk, 2011). Things that motivated participants in this study to learn, firstly because participants felt confident in their abilities, such as the response conveyed by Participant 4 that when he believed he could achieve his goal of entering state universities, it made him confident in catching up on his learning backlog.

"*Tapi pada saat itu semangat aku lebih mengatakan pasti bisa kok masuk PTN. Pasti bisa lah masuk PTN dengan waktu sesingkat ini bisa lah untuk mengejar ketertinggalan gitu."* (partisipant 4)

There is also a belief in participants' anticipation of the outcomes of the activities they will undertake.

"*Aku ngerasa yakin aja kalau dengan mengikuti kegiatan belajar di e-learning bisa membantuku mempersiapkan supaya bisa masuk di UGM yang di impi-impikan*." (partisipant 1).

Another belief that emerged from participants' responses is evident from the intention to learn because they want to understand something. Participant 1 mentioned that in order to find the right major and understand exactly what needs to be done to be accepted into a university, he attends various seminars and tutors facilitated by e-learning platforms.

> "*Aku ikut kaya seminar-seminarnya sama tutor-tutornya biar tahu perisapan apa aja sih yang harus disiapkan kalau mau masuk kuliah, gimana cara mencari jurusan yang tepat, jadi ada ikut seminar dan aktivitas belajarnya dari e-learning ini*". (partisipant 1)

Another belief is evident in the responses of participants who have an interest in the task or the material itself. This was expressed by Participant 2 who enjoys the subject of economics, which makes him enthusiastic and enjoy learning activities in that subject.

> "*Ada interest di IPS terutama di ekonomi dan sejarah aku suka 2 itu, dan pas di e-learning ini enjoy banget sih belajarnya. kaya ternyata aku ini IPS banget anaknya".* (partisipant 2)

This finding is consistent with the research of McWhaw & Abrami (2001), which states that individuals with a high interest in a subject tend to use more metacognitive strategies, which are part of self-regulated learning. Schunk & Zimmerman (2012) state that setting specific goals or targets will enhance an individual's autonomy in learning, especially when the goals are more specific, as demonstrated by Participant 2. Participant 2 realizes that he enjoys Social Studies, and delving deeper into the subject makes him even more enthusiastic and enjoy the learning process.

Theme 3: The performance phase (*Performance*)

The performance phase during learning is a series of activities conducted by an individual during the learning process. In this phase, two activities can be done while learning using e-learning media. First, there is the activity of self-control, which is an activity or learning strategy chosen by an individual to enhance the effectiveness of their learning. According to Zimmerman (2002), self-control can be identified through several categories of activities, including imagery; self-instruction; attention focusing; and task strategies. Based on the interview results with the participants, all participants are engaged in self-control by guiding or instructing themselves to perform a series of learning processes (self-instruction).

"Aku bikin sendiri gitu jadwal belajar, jadi kaya di depan meja belajar itu dikasih Table gitu, hari Senin aku harus belajar ekonomi, bahasan ekonomi, sosiologi. Selasa aku harus belajar apa lagi yang lain, pokoknya dijadwalin gitu lah kak. Trus malemnya kalau nggak ada tugas atau kalau udah selesai ngerjain tugas sekolah, aku baru liat video materi dari aplikasi." (partisipant 1)

"Buat bikin strategi belajar yang pertama harus tau targetnya, tau kualitas diri jangan merasa aku udah bisa, mengatur target dulu supaya bisa dari target itu jadi ada komitmen yang dijaga gitu. Dari komitmen ada konsistensi aku buat belajar secara repetitif." (partisipant 2)

"Sebelum latihan soal, aku perlu mendalami materinya lebih dulu, mulai belajar dari materi kelas 10, lanjut ke kelas 11, dan terakhir ke materi kelas 12 buat nge-review kalau-kalau ada materi yang lupa-lupa gitu. Jadi harus ngerti dulu materinya baru ke latihan soalnya gitu." (partisipant 3)

"Kalau untuk strategi biasanya aku di pagi hari jam 5 itu biasanya aku mulai reading, kaya reading artikel apapun buat melatih daya baca aku aja untuk TPS. Terus nanti sekitar jam 9 an itu aku belajar matematika atau kuantitatif, sama nanti jam 1 nya itu live teaching." (partisipant 4)

Another response emerged from participants regarding their tendency to engage in specific behaviours when studying certain materials (task strategies). For example, by taking notes and prioritizing which materials or types of tests need to be studied first.

"Kalau lagi nonton video materi sambil di catet gitu." (partisipant 1)

"Kaya pelajari materi, dengerin aja dulu gitu 1 bab. Dengerin dengerin dengerin, Nanti pas udah selesai. didengerin lagi tapi udah sambil dicatet sudah ditulis gitu." (partisipant 2)

"Aku mulai mengelompokan mana materi atau soal-soal yang sering muncul, mana yang kadang-kadang muncul, mana yang gak pernah muncul. Jadi aku belajar materinya tuh sesuai dengan prioritas itu." (partisipant 3)

"Aku lebih concern ke TKA dulu, jadi kalo di awal-awal tuh materi TPS aku ga ikut live teachingnya, dan aku fokusin ke TKA. Karena TKA juga materinya banyak plus aku kan baru ke SOSHUM ya jadinya agak masih menerka-nerka TKA kaya gimana sih gambarannya. Tapi *buat belajar TPS, biasanya aku baca-baca artikel yang pendek-pendek aja sih kak buat ngelatih reading aku."* (partisipant 4)

Furthermore, another response that emerged from the participants is arranging a conducive study location and time to engage in learning activities (attention focusing). For example, studying in a quiet environment without distractions, in a clean room, and away from social media.

"Aku tipe orang yang kalau belajar harus sepi gitu, jadi kalau misalnya aku belajar ya aku sebisa mungkin kaya ngasih tau gitu ke orang lain "aku mau belajar jangan di ganggu dulu." (partisipant 1)

"Aku sendiri lebih suka suasana yang tenang gitu sih kak, jadi kaya harus ada disuatu ruangan dimana cuman aku sendirian gitu, terus memastikan sekitar aku tuh bersih dulu gitu kak, baru bisa tenang buat belajar gitu." (partisipant 3)

"Aku lebih suka suasana tenang ya kak. Jadi lebih baik aku fokus sendiri, terus aku ga memperhatikan social media. Jadi bener-bener fokus di kamar sendiri belajar gitu setiap hari." (partisipant 4)

An activity that can be done during learning is self-observation, which involves observing oneself to evaluate the effectiveness of a learning method being used. One way to do this is by examining or comparing the effectiveness of the learning activities being carried out (self-recording). In the interviews, all participants explained that they observed themselves while studying. The observation responses they undertake include:

"Karena selama belajar daring ini banyak gangguannya, makannya aku mencoba buat fokus ke pelajarannya saat belajar karena itu bisa bantu aku menerima materinya dengan baik." (partisipant 1)

"Catatan yang dibikin nggak cuma di tulis tapi sambil dibikin mind map. Nah pas pembuatan mind map itu mempermudah aku ngerti materinya." (partisipant 2)

"Kalau misalkan buat belajar kaya nge-review dan sebagainya tuh harus belajar sendiri sih kak lebih masuk. Soalnya kalau belajar bareng lumayan agak susah sih kalau bagi aku." (partisipant 3)

"Kalau gaya belajar aku audio, aku lebih suka dengerin suara gitu dibandingkan harus baca buku." (partisipant 4)

Theme 4: The self-reflection phase (Self-Reflection)

The post-learning phase is a series of activities carried out by an individual after completing the learning process. Such as assessing their own learning process (self-judgment). In this study, all participants evaluated their learning outcomes by reviewing the results of the tryouts they participated in. Participants assessed that they:

"Aku berhasil belajarnya kalau persentase tryout aku setidaknya harus di 98 atau 96 gitu sih kak, kalau engga ya aku belum bisa masuk jurusan yang ku mau." (partisipant 1)

"Kan aku belajar dan pas di tryout tuh nilai ku bukan yang top 10 / 20 gitu. Kalau engga masuk top itu kaya "Ni kenapa ga masuk ya?" kaya overthink gitu, kayanya cara belajar aku yang salah, terus mulai coba koreksi lagi cara belajarnya." (partisipant 2)

"Waktu awal-awal tryout nilainya kecil banget mungkin karena nggak teliti dan cepat-cepat. Jadi dari sana mungkin lebih difokuskan gitu belajarnya, lebih fokus sama soalnya waktu kerjain tryout, lebih teliti buat baca, dan coba perbaiki teknik menjawabnya sih kak." (partisipant 3)

"Aku ngeliatnya dari target hasil tryout yang aku tetapkan setiap minggunya, minimal bisa selalu naik skornya. Kalau masih menurun biasanya karena masih ada soal-soal yang aku nggak bisa dan harus dipelajari lagi." (partisipant 4)

Furthermore, in evaluating the learning activities they have undertaken, individuals may also elicit specific reactions to their learning process. In this study, all participants expressed satisfaction with the learning process they had undertaken, which ultimately boosted their confidence in tackling the UTBK questions. Reactions exhibited by the participants in this study:

"Aku ngerasa puas sih kak, cukup puas dan percaya diri buat ikut UTBK. Kaya pas hari-H UTBK itu aku ngerasa bisa sih ini pas liat soal-soalnya gitu. Berarti selama ini aku belajar cukup berhasil." (partisipant 1)

"Investasi waktu dan tenagaku selama beberapa bulan tuh terpenuhi jadi kaya puas banget sih., dan sesuai ekspektasiku bisa masuk ke universitas dan jurusan yang aku inginkan." (partisipant 2)

"Aku lumayan cukup puas sih dengan cara belajar ku, cukup buat menghadapi UTBK, jadi cukup bangga dengan diri sendiri gitu." (partisipant 3)

"Bisa dibilang cukup lumayan puas ya meskipun masih belum memahami materinya 100%." (partisipant 4)

Based on the research findings, it was found that all participants went through the three phases of self-regulated learning sequentially, thus effectively managing themselves to prepare for the entrance examination to PTN. The more frequently participants practised SRL, the better their ability to self-regulate their learning. Once students become proficient in practising SRL, they can adapt to learning situations and continue learning from their experiences until they achieve the desired results.

D. CONCLUSION

Students who prepared for the SNBT using e-learning as a learning medium successfully passed the selection and gained admission to the best PTN. This is attributed to their ability to self-regulate through the three main phases of self-regulated learning (SRL): forethought, performance, and self-reflection. Online learning platforms greatly assist students in designing effective study plans by providing various materials and tools.

During the planning phase, students establish clear and strategic learning objectives, select appropriate learning strategies, and manage their study time effectively. Furthermore, during the implementation phase, students actively engage in the learning process by creating and adhering to their own schedules, taking notes, prioritizing study materials, selecting conducive study locations, and adjusting their learning methods as needed. In the reflection phase, students can evaluate their learning outcomes using feedback from online platforms, analyze successes and failures, and make improvements for the next learning cycle.

Students who implement all three phases of SRL in preparing for the SNBT demonstrate higher levels of independence and motivation in learning. This finding indicates that the integration of technology in education through e-learning not only facilitates access to a wide range of learning resources but also helps students develop crucial self-directed learning skills. Therefore, the integration of technology in the learning process needs to be continuously encouraged to enhance the effectiveness and academic success of students.

For future research, it is recommended to increase the number of research subjects and deepen the questions asked. This is aimed at obtaining more comprehensive data regarding the comparison of the percentage of learning strategy phases used by students. Thus, future researchers can further examine the effectiveness of self-regulated learning in students who pass the SNBT using e-learning as a learning medium.

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