

ABSTRACT

Many university students participate in creative writing on digital platforms. However, there is limited understanding of how they utilize Self-Regulated Learning (SRL) strategies to manage and enhance their writing. This study aims to (1) explore how students use SRL strategies in creative writing on *Medium*, (2) identify the challenges they face, and (3) analyze the strategies used to overcome these challenges. This study employed a qualitative descriptive approach. Participants were university students who had published at least two creative pieces on *Medium*, selected based on specific criteria and screened with the MSLQ questionnaire. Data were gathered through semi-structured interviews conducted via WhatsApp chats and voice notes, then analyzed using thematic analysis. The findings revealed that students utilized various SRL strategies, such as setting goals, planning strategically, monitoring their own work, and reflecting on their writing. These approaches supported them in organizing their writing process and enhancing their creative writing abilities. Future studies could explore students' use of SRL strategies on different digital writing platforms to assess their influence on writing outcomes. Additionally, research that tracks how students' SRL strategies develop over time could provide insights into their continuous application and improvement.

Keywords: Creative Writing, *Medium* Application, Qualitative Study, Self-Regulated Learning, University Students.