

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aims to investigate how students employ self-regulated learning (SRL) strategies in their reflective writing practices on the *Medium* platform, as well as the challenges they encounter during this process. Based on in-depth interviews with two university students, several key conclusions were obtained as follows:

The findings of this study indicate that students use the *Medium* platform not only as a platform to express their creativity but also as a means to implement learning strategies that rely on self-regulated learning (SRL). Their learning process is self-directed, including goal setting, progress monitoring, and reflection on their writing. *Medium's* social features, such as reader response and broad publishing potential, also play a role in influencing students' motivation.

SRL strategies are applied flexibly and adaptively by students. In the forethought stage, students set writing goals that are tailored to their personal experiences or publication targets. In the performance stage, they apply various techniques, such as independent revision and the use of tools such as artificial intelligence (AI). Meanwhile, in the reflection stage, students conduct independent evaluations of the strengths and weaknesses of their writing, both explicitly and implicitly, and one of them also receives feedback from peers.

Each of them employed a different approach. One student reflected independently as a form of personal responsibility for his writing. In contrast, another student used a mixed strategy by combining personal reflection, technological intelligence (AI), and validation from others. This suggests that reflection is not the only process but rather a contextual one that depends on individual learning preferences and conditions.

Although students have the awareness and ability to implement Self-Regulated Learning (SRL), the process is not free from challenges. Participants who are writers face significant challenges, especially those who are emotionally and time-consuming. Some students encounter challenges, such as getting stuck in an idea, struggling with writing, and feeling overwhelmed, which can impact the consistency with which they implement SRL strategies. In addition, time constraints and distractions from the external environment cause some students to apply SRL strategies only by chance rather than as a sustainable habit.

The main challenges that can be concluded from the results of the interviews include a writing slump (loss of enthusiasm for writing), idea block, feeling overwhelmed, time constraints, and distractions from the external environment. These challenges impact the consistency of SRL implementation and highlight the need for support in addressing the emotional and time management aspects of the reflective writing process.

This study also found that SRL has not yet become a fully established habit or stable learning routine for some students. SRL strategies are applied when the situation allows, such as when there is free time or a supportive mental condition.

This indicates that the success of SRL depends not only on individual abilities but also significantly on the learning context and external conditions.

Overall, the findings emphasize the importance of reflective and self-regulated approaches in the writing process, as well as the need to support the emotional and contextual aspects of students' learning so that self-regulated learning (SRL) strategies can be applied more optimally.

5.2 Suggestions

Based on the findings, the researcher offers several suggestions. First, students are encouraged to continue using SRL strategies consciously. Students are expected to continue to develop self-regulated learning (SRL) skills in writing, not only in ideal conditions but also as a consistent learning habit. It is recommended that students be more aware of the importance of reflection in the writing process and be able to manage emotions and time more effectively to reduce the possibility of writing slumps, overwhelm, or idea deadlock. The use of technology, such as AI, can be a valuable tool. However, it still requires a critical evaluation of the results.

Lecturers can consider incorporating the SRL approach into the writing learning process, either by strengthening task planning, incorporating written reflection exercises, or providing assistance with using writing technology. Additionally, it is essential to create a safe and supportive environment that allows students to feel comfortable expressing their reflections without pressure. Feedback should not only assess the final result but also appreciate the thinking process and reflection shown by students.

Curriculum developers can design writing learning that emphasizes metacognitive and reflective aspects. Learning should not only focus on text structure or language rules but also on forming students' self-awareness of their own thinking and learning processes.

The integration of digital platforms, such as *Medium*, can also serve as an alternative learning approach that is more contextual and relevant to current needs. This research is still limited to the context of students who write independently on the *Medium* platform. Further research can explore the application of SRL in different writing genres (such as argumentative or academic) or compare the effectiveness of independent vs. collaborative reflection strategies. Quantitative or mixed-methods research can also be used to examine the relationship between the level of self-regulation and writing quality more measurably.