

REFERENCES

- Ahmed, P. H. (2019). Major Writing Challenges Experienced by EFL Learners in Soran University. *Journal of University of Human Development*, 5(3), 120. <https://doi.org/10.1016/j.juhd.2019.120-126>
- Arigusman, A., Purnawarman, P., & Suherdi, D. (2018). EFL Students' Use of Technology in English Lesson in The Digital Era. *Indonesian Journal of Curriculum and Educational Technology Studies*. <https://doi.org/10.15294/ijcets.v6i2.26599>
- Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbrunn, S. (2013). Examining dimensions of self-efficacy for writing. *Journal of Educational Psychology*. <https://doi.org/10.1037/a0029692>
- BUREA, S. (2023). *Implementing creative writing skills in the English classroom*. 204–208. <https://doi.org/10.46727/c.v3.24-25-03-2023.p204-208>
- Cahyono, B., & Amrina, R. (2016). Peer Feedback, Self-correction, and Writing Proficiency of Indonesian EFL Students. *Arab World English Journal*. <https://doi.org/10.24093/awej/vol7no1.12>
- Chaldakov, G. N. (2010). Kamen G. Usunoff (1941-2009): great in triplicate - scientist, scholar, friend. *Biomedical Reviews*, 21(0), v. <https://doi.org/10.14748/bmr.v21.41>
- Chu, T., Wang, L., & Zhang, X. (2024). Digital Futures: How Technologies Shape Today's Education. *Journal of Education, Humanities and Social Sciences*, 33, 7–11. <https://doi.org/10.54097/atrv0492>
- Han, L. (2024). Metacognitive Writing Strategy Instruction in the EFL Context: Focus on Writing Performance and Motivation. *SAGE Open*, 14(2), 1–16. <https://doi.org/10.1177/21582440241257081>
- Irsyad, M. R. N., Karunia, W. A., Hidayat, A. R., Salsabila, D. S., Arizal, M. I., Amrozi, Y., & Wiryawanto, T. M. P. (2023). Tren Penelitian E-Learning pada Jurnal Terindeks SINTA di Indonesia. *INFORMATION SYSTEM FOR EDUCATORS AND PROFESSIONALS: Journal of Information System*. <https://doi.org/10.51211/isbi.v7i2.2030>
- Komaidi, D. (2017). Panduan Lengkap Menulis Kreatif: Proses, Keterampilan dan Profesi. *Araska Publisher*
- Liu, X., Samah, N. A., & Salleh, S. M. (2022). The Impact of Using a Mobile App on Improving Students' Creative Thinking in Business English Writing with Self-regulated Learning. *International Journal of Interactive Mobile Technologies*. <https://doi.org/10.3991/ijim.v16i15.31477>
- Manullang, H. E., & Katemba, C. V. (2023). STUDENTS' PERCEPTION

TOWARD INSTAGRAM USAGE IN WRITING SKILL. *ENGLISH JOURNAL*. <https://doi.org/10.32832/english.v17i1.12561>

Min, T. S., & Hashim, H. (2022). Boosting Students' Motivation in Learning Descriptive Writing through Instagram. *Creative Education*, 13(03), 913–928. <https://doi.org/10.4236/ce.2022.133060>

Nguyen, T. H. (2022). The Effects of Peer Feedback on EFL Students' Writing Performance. *Vietnam Journal of Education*. <https://doi.org/10.52296/vje.2022.185>

Pressley, M., & Ghatala, E. S. (1990). Self-Regulated Learning: Monitoring Learning From Text. *Educational Psychologist*. https://doi.org/10.1207/s15326985ep2501_3

Schunk, D. H., & Zimmerman, B. J. (2011). Handbook of Self-Regulation of Learning. In *Educational Psychology Handbook Series*.

Tariq, D. (2025). *Creative Writing in the Digital World : Assessing the Impacts of Digital Media on the Creative Writing Skills of Undergraduate Students*. 559–583.

Ulfa, S. M., Susanto, S., & Purwati, O. (2022). The impact of online platform Edmodo to enhance students' motivation in learning writing at tertiary education. *World Journal on Educational Technology: Current Issues*. <https://doi.org/10.18844/wjet.v14i3.7207>

Usmanova, D. (2023). Importance of Blogging in Language Teaching. *Tuijin Jishu/Journal of Propulsion Technology*. <https://doi.org/10.52783/tjjpt.v44.i4.2484>

Wijayati, P. H., Rizqiana, N. U., & Bukhori, H. A. (2023). Digital and Information Literacy Skills As a Base for University-Level Self-Regulated Learning. *Premise: Journal of English Education*, 12(2), 522. <https://doi.org/10.24127/pj.v12i2.6543>

Ye, W., & Liu, J. (2023). Exploring and modeling the reading-writing connection in EFL integrated writing. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1161272>

Zimmerman, B. J. (1990). Self-Regulated Learning and Academic Achievement: An Overview. *Educational Psychologist*. https://doi.org/10.1207/s15326985ep2501_2

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of Self-Regulation*.

Zimmerman, B. J., & Schunk, D. H. (2001). Self-Regulated learning and academic achievement. *Routledge eBooks*. <https://doi.org/10.4324/9781410601032>

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. In *Theory into Practice*. https://doi.org/10.1207/s15430421tip4102_2

Zimmerman, B. J. (2013). From Cognitive Modeling to Self-Regulation: A Social Cognitive Career Path. *Educational Psychologist*.
<https://doi.org/10.1080/00461520.2013.794676>

ZORBA, M. G. (2023). Undergraduate Students' Writer's Block in English as an Academic Language: Causes, Coping Strategies Needs. *Bayburt Eđitim Fakóltesi Dergisi*. <https://doi.org/10.35675/befdergi.1262440>