ELTALL

English Language Teaching, Applied Linguistics and Literature

Vol. 7 No. 1 (2026)

Available online at https://jurnal.iainponorogo.ac.id/index.php/eltall

Self-Regulated Learning and Technology Perception as Predictors of English Achievement in Islamic Higher Education

Sugiyanto [1], Yuliyanto Sabat[2]

[1,2]Universitas PGRI Delta Sidoarjo, Indonesia

ARTICLE INFO

Keywords:
Technology perception,
Self-regulated learning,
General English Achievement,
Islamic Higher Education

Corresponding Author:
Sugiyanto,
mr.sugiyanto 80@gmail.com

ABSTRACT

Society's demand for technology use in education affects how students manage their learning, particularly in ELT. This study investigates the effects of SRL strategies and perceptions of technology on English achievement at Luqman Al-Hakim Islamic College. Adopting a quantitative methodology, the study employed survey data collected from 30 undergraduate students enrolled in a General English class using validated questionnaires on SRL strategies, technology perception, and English achievement. Multiple linear regression analysis was used to determine how much variance in students' General English achievement could be explained by SRL strategies and perceptions of technology. The findings suggest that SRL strategies are a significant positive predictor of English achievement. Perceptions of technology also have a strong positive influence on General English achievement and contribute significantly to the explanatory power of the regression model. These results suggest that effective SRL and positive perceptions of technology play an important role in improving students' English learning outcomes. The findings imply that teaching approaches focusing on SRL through educational technology may lead to better General English learning performance at Islamic universities.

INTRODUCTION

Nowadays, the integration of technology into higher education has revolutionized the English language learning (Wang & Kabilan, 2024) especially in the General English course for non-English-major students, such as students in the Islamic Educational Management study program at Luqman Al-Hakim Islamic College. For these learners, General English language courses are typically oriented towards developing functional language skills and learner independence (Irianto & Firman, 2023) with learners' ability to plan and regulate their learning experience cited as a key determinant of academic success (Deng et al., 2022). However, student performance in English courses is not consistent even with similar levels of instruction exposure and internal learning strategies, as well as context-specific factors that affect language teaching beyond the curriculum design.

The critical key among these internal factors is self-regulated learning (SRL), defined as learners' capability of planning, monitoring, and evaluating their own learning process using cognitive, metacognitive, motivational, and behavioral strategies(Faza & Lestari, 2025; Harzelli & Kaddouri, 2025; Sjarif et al., 2025). For Educational Islamic Management students accustomed to face-to-face classroom settings and content-rich, concept-based courses, managing learning objectives, time, and motivation in a digital environment is more challenging when it comes to mastering English.

In General English contexts, several studies reveal that students' SRL strategies have a positive and significant correlation with their language achievement (Alhousayen & Abdurrazzag Abdullah Alghammas, 2025; Amri, 2024; Apridayani et al., 2023; Frans & Wahani, 2025). Higher levels of SRL predict better course grades, proficiency test scores, and skill-specific outcomes such as vocabulary, reading, writing, and speaking (Ni'mah et al., 2025; Öztürk & Çakıroğlu, 2021). However, such research tends to ignore the specific difficulties faced by non-majors in General English courses, particularly in Islamic higher education environments where teaching practices and institutional beliefs are likely to shape learning experiences.

Simultaneously, learners' perceptions of technology would be of greater concern, given that General English modules now typically involve LMSs, digital reading materials, online quizzes, and mobile apps. Perception of Technology, which embraces perceived usefulness and perceived ease of use (Davis & Granić, 2024)influences students' intention to use digital learning tools. From the viewpoint of the TAM, students' acceptance of the digital utilities is mainly determined by perceived usefulness and perceived effort (Enu-Kwesi & Opoku, 2020). Specifically, when users perceive that technology enhances their learning performance and is easy to use, they are expected to develop favorable attitudes and intentions toward the digital environment. TAM suggests that perceived usefulness (PU) and perceived ease of use (PEU) influence the attitudes and the intention of users, which in turn predict the actual use of an artifact (Granić & Marangunić, 2019; Salloum et al., 2019). Furthermore, TAM is considered as are key predictor of students' attitudes, intentions, and actual use of digital tools.(Almaiah et al., 2022; Lin & Yu, 2023; Songkram et al., 2023)

In Islamic higher education institutions, where technology adoption is often guided by pedagogical, ethical, and institutional considerations, students' perceptions of technology may vary significantly. Despite this, existing research largely treats technology as an instructional medium or an independent predictor of achievement, with limited attention to its role in shaping students' effective use of self-regulated learning strategies.

Although digital technology has been widely implemented in General English for Islamic Educational Management students at Luqman Al-Hakim Islamic College, some related issues remain. English is a subject so commonly pushed to the side; for some students, it's barely even on their radar, for others, it's still not seen as core, despite appearances. Concurrently, technology-mediated teaching and learning place high demands on students' autonomous learning abilities, while many students lack effective self-regulated learning skills to properly regulate their own learning. It is reflected in the large difference between the students' English achievement and both their scholastic curriculum at school and their instructional exposure. Furthermore, variability in students' attitudes toward technology and perceptions of its usefulness and ease of use affects their willingness to use digital learning applications. Both issues together indicate that learning is

not solely determined by teaching design but also by learners' self-regulated learning and technology acceptance, which motivated this research focus.

Therefore, this article is intended to explore the self-regulation learning strategy and perceptions of technology use in the English course teaching and learning performance of students majoring in Educational Islamic Management. By adopting a quantitative approach, we are also interested in how students from Educational Islamic Management assess the use of technology in General English learning at Islamic tertiary education institutions.

In this sense, the significance of this research lies in its theoretical and practical benefits. Theoretically, it builds on the literature on SRL and TELL, which shows that the efficacy of SRL strategies affects learning outcomes. Practically, the outcomes are anticipated to offer empirically sound recommendations for general English lecturers, curriculum developers, and those in a leadership position at Islamic institutions of higher learning, especially in the program of Educational Islamic Management with respect to the provision of learning settings that facilitate both strong SRL competencies and favorable attitudes toward educational technology.

Furthermore, the novelty of this study lies in its focus on General English learning among students of the Islamic Educational Management study program, a relatively underexplored population in the field of English as a Foreign Language (EFL) research. While previous studies have widely examined self-regulated learning (SRL) and technology integration in language learning, limited attention has been given to students in Islamic higher education institutions, particularly those from non-English-major programs. By situating this study within the context of Islamic higher education, the research contributes to a broader understanding of how technology-enhanced language learning and self-regulated learning strategies influence students' English achievement in specific educational settings. Therefore, this study aims to investigate the extent to which SRL strategies and perceptions of technology affect students' academic performance in General English courses among students majoring in Islamic Educational Management.

METHODS

This study employed a quantitative ex post facto approach to investigate the impact of SRL strategies and technology perception on students' performance in the General English course. Ex post facto research is employed due to the objective to explore possible relationships between variables without direct manipulation or treatment (Creswell & Creswell, 2023). This study was conducted in General English (GE) classes for students of the Educational Islamic Management department at Lukman Al Haqim higher education.

The study's population comprised 108 undergraduate students in the General English program. A representative sample of 30 students was then selected from this population using the cluster sampling method, since one whole class was intentionally selected to represent the target population, thereby preserving the natural teaching context. Strict ethical protocols were observed throughout the research process to protect the rights and well-being of all participants. Prior to data collection, approval was obtained from the relevant institutional review board. Participants were provided with a clear information sheet outlining the study's purpose, procedures, and their rights. Informed consent was obtained from all 30 students in the sample; they were explicitly assured that their participation was entirely voluntary and that they could withdraw from the study at any time without penalty or any effect on their course grades.

Several instruments were used to collect data. The students' SRL strategies were assessed through a questionnaire in terms of metacognitive, motivational, and behavioral regulation dimensions based on well-known measures of SRL (Davis & Granić, 2024) Metacognitive regulation concerns students' planning, monitoring, and evaluating their English learning. Motivational regulation concerns how students regulate their motivation during learning, for example, confidence in learning English (self-efficacy), the importance of English to achieving educational and career goals (task value), persistence in the face of challenges (effort regulation), and enjoyment of learning English (intrinsic motivation). Behavioral regulation refers to what students do in practical terms to support learning, that is, how they manage their study time, create a study environment for themselves, seek help when needed, and use available resources and digital technology effectively.

Students' perceptions of technology were determined using a TAM-oriented instrument measuring perceived usefulness and perceived ease of use of technology for learning English. To compare learning outcomes, students' scores from their General English course documentation were used as a measure of English achievement. All survey questions were also presented in Likert-scale format and tested for validity and reliability before analysis. To explore the direct effects of SRL strategies on student English course performance and technology perception, multiple linear regression was used to analyze the collected data.

FINDINGS AND DISCUSSION

This section presents the findings of the study concerning the influence of Self-Regulated Learning (SRL) strategies and technology perception on students' English achievement in Islamic higher education. The data were analyzed quantitatively using multiple linear regression analysis to determine the extent to which the independent variables predict students' performance in General English courses. The findings are presented systematically based on the research objectives and are followed by a discussion that relates the results to previous studies and relevant theoretical perspectives.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
SRL	30	86.00	111.00	94.1333	6.26283
TAM	30	36.00	48.00	39.0333	3.24285
GE	30	68.00	86.00	75.8333	5.35681
Valid N (listwise)	**30**				

The descriptive statistics presented above demonstrate that the participants involved in this study (N = 30) generally exhibited high levels of both Self-Regulated Learning (SRL) and Technology Acceptance. The mean score for SRL was 94.13 with a standard deviation of 6.26, indicating that most students possessed relatively strong abilities in managing and regulating their own learning processes. These findings suggest that the students were capable of applying important self-regulatory behaviors, such as planning their learning activities, monitoring their academic progress, managing study time, and evaluating their learning outcomes independently. The relatively small standard deviation also indicates that the students' SRL levels were fairly

consistent across the sample, meaning that most participants shared similar tendencies toward autonomous learning behavior.

In addition, the descriptive statistics for Technology Acceptance revealed a mean score of 39.03 with a standard deviation of 3.24, which reflects students' generally positive perceptions toward the use of technology in English learning. This finding implies that the participants were comfortable with and receptive to the digital learning tools and technological resources integrated into the learning process. The positive perception of technology may indicate that students considered educational technology useful, accessible, and supportive in enhancing their English learning experiences. Furthermore, the relatively low variation in scores suggests that most participants demonstrated similar attitudes toward technology-assisted learning, highlighting a shared acceptance of digital learning environments among students in the Islamic Educational Management study program.

The findings also show that students achieved a relatively satisfactory level of English performance, as reflected in the mean English achievement score of 75.83. This result suggests that, overall, the students were able to meet the expected learning outcomes of the General English course. The achievement scores may indicate that the combination of effective self-regulated learning strategies and positive perceptions of technology contributed to students' academic success in English learning. In other words, students who were able to manage their learning effectively and who responded positively to educational technology were more likely to demonstrate better academic performance.

Overall, these descriptive statistics provide an initial overview of the learning characteristics of the participants and suggest that both internal factors, such as SRL, and external factors, such as technology acceptance, may play important roles in supporting English achievement in Islamic higher education contexts. These results also establish a foundation for further inferential analyses examining the predictive relationships between SRL strategies, technology perception, and English achievement.

Table 2. Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
	.955[a]	.911	.905	.3088	.911	38.491	2	27	.000	.652

a. Predictors: (Constant), TAM, SRL

b. Dependent Variable: GE

Due to the exclusion of irrelevant variables. But the Durbin Watson value of .652 indicates some degree of positive autocorrelation in the residuals. In short, the model summary shows that the synergy between students' self-regulation and acceptance of technology is a near full mediator of student performance in their English course.

The regression analysis revealed that the proposed model demonstrated a very strong fit with the observed data. In this study, the independent variables, namely Self-Regulated Learning

(SRL) and Technology Acceptance Model (TAM), were found to contribute substantially to students' English achievement. The correlation coefficient value (R = .955) indicates a very strong positive relationship between the combined predictors and students' academic performance in the English course. This result suggests that higher levels of self-regulated learning and more positive perceptions of technology are closely associated with better English achievement among students in the Islamic Educational Management study program.

Furthermore, the coefficient of determination (R^2 = .911) shows that approximately 91.1% of the variance in students' English achievement can be explained collectively by SRL and technology acceptance. This percentage reflects an exceptionally high explanatory power, indicating that the two predictors play a dominant role in influencing students' academic performance in the General English course. In other words, only 8.9% of the variance in English achievement may be attributed to other external or unexamined factors outside the regression model. These findings imply that students' internal learning regulation and their acceptance of educational technology are highly influential components in the English learning process.

The significance of the regression model was also supported by the ANOVA result, which produced an F-value of 138.49 with a significance level below 0.005 ($F(2, 27) = 138.49$; $p < 0.005$). This statistically significant result confirms that the regression model is appropriate for predicting English achievement and that the relationship between the independent variables and the dependent variable is unlikely to have occurred by chance. Therefore, SRL and technology acceptance can be considered meaningful predictors of academic success in English learning within the context of Islamic higher education.

Additionally, the Adjusted R^2 value of .905 further strengthens the validity of the model. Since the Adjusted R^2 accounts for the number of predictors included in the regression equation, the value indicates that the model maintains its strong explanatory capability even after adjusting for possible overestimation. This means that the predictive strength of the model is not simply caused by the inclusion of unnecessary variables, but rather reflects the genuine contribution of SRL and technology acceptance to students' English achievement.

However, the Durbin-Watson statistic yielded a value of .652, which may indicate the presence of positive autocorrelation among the residuals. This suggests that there may be some dependency pattern within the error terms of the regression model. Although the overall predictive power of the model remains very high, the relatively low Durbin-Watson value implies that caution should be exercised in interpreting the regression assumptions. Future studies involving larger sample sizes or additional variables may help improve the robustness and independence of the residual distribution.

Overall, the regression findings suggest that the interaction between students' self-regulated learning abilities and their acceptance of educational technology plays a highly significant role in determining English learning achievement. The results imply that students who are capable of effectively regulating their own learning while also maintaining positive attitudes toward technology-assisted learning environments are more likely to achieve better academic outcomes in General English courses. Consequently, the study highlights the importance of integrating technology-supported learning approaches with strategies that promote learner autonomy and self-regulation in Islamic higher education settings.

Table 3. ANOVA

ANOVA[a]						
	Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	26.424	2	13.21	138.491	.000[b]
	Residual	2.576	27	.095		
	Total	29.000	29			
a. Dependent Variable: GE						
b. Predictors: (Constant), TAM, SRL						

To examine the hypothesis that Self-Regulated Learning (SRL) and Technology Acceptance Model (TAM) significantly predict students' academic achievement in a General English (GE) course, an Analysis of Variance (ANOVA) was conducted as part of the multiple regression analysis. The purpose of this analysis was to determine whether the regression model, which included SRL and technology acceptance as predictor variables, could significantly explain variations in students' English performance. The ANOVA test is important in regression analysis because it evaluates the overall significance of the model and determines whether the independent variables collectively contribute to predicting the dependent variable.

The findings revealed that the regression model was statistically significant, as indicated by the obtained F-value of 138.49 with a significance level below .005 ($F(2, 27) = 138.49$, $p < .005$). This result demonstrates that the combination of SRL and TAM reliably predicts students' English achievement and that the probability of the model occurring by chance is extremely low. In other words, the regression equation provides strong evidence that students' ability to regulate their own learning and their acceptance of educational technology have meaningful relationships with their academic performance in the General English course.

Moreover, the regression model demonstrated exceptionally high predictive validity, accounting for 91.1% of the total variance in English achievement. This indicates that SRL and technology acceptance together explain the vast majority of differences in students' academic performance. Such a high percentage suggests that these two variables are highly influential in determining how successfully students perform in English learning activities. The findings imply that students who are more capable of independently managing their learning processes and who hold positive attitudes toward technology-assisted learning environments are more likely to achieve higher academic outcomes.

Further evidence of the model's strength can be observed in the comparison between the Regression Sum of Squares (26.424) and the Residual Sum of Squares (2.576). The substantially larger Regression Sum of Squares indicates that most of the variation in English achievement is successfully explained by the predictor variables included in the model. Meanwhile, the relatively small Residual Sum of Squares suggests that only a minimal proportion of unexplained error remains. This demonstrates that the regression model has a strong capacity to predict students' English achievement with a relatively low level of prediction error.

These findings provide important empirical support for theoretical perspectives emphasizing the role of learner autonomy and technology integration in language education. Specifically, the results reinforce the argument that self-regulatory learning skills are essential for helping students manage their academic responsibilities effectively, particularly in technology-supported learning environments. At the same time, students' positive acceptance of technology appears to facilitate greater engagement, accessibility, and motivation in English learning activities.

In the context of Islamic higher education, these findings highlight the importance of integrating self-regulation strategies and user-friendly educational technologies into the language learning curriculum. Educational institutions and instructors may therefore consider implementing teaching approaches that encourage students to become more autonomous learners while simultaneously maximizing the effective use of digital learning tools. Such integration may contribute to improving students' English achievement and enhancing the overall effectiveness of General English instruction for non-English-major students.

The present study provides noteworthy empirical evidence on the role of SRL strategies as a powerful predictor of English course achievement among Educational Islamic Management students. Previous research has shown that SLR strategies affect language achievement (Alhousayen & Abdurrazzag Abdullah Alghammas, 2025; Amri, 2024; Apridayani et al., 2023; Frans & Wahani, 2025). This finding implies that, in an analytical sense, for non-majors of English as their L2, previous linguistic knowledge does not play a crucial role as much as learners' capacity to cope with cognitive and motivational demands. Students who reported higher levels of planning and goal-setting (metacognitive regulation) were likely better prepared for coursework and assessments. Similarly, those who could sustain their motivation (motivational regulation) by connecting their English studies to future career goals (task value) or by maintaining interest (intrinsic motivation) were more likely to persist through challenging material. In other words, part of the reason why self-regulated learners perform better is that they are more likely to leverage technology effectively. A student with strong behavioural regulation, for example, might not just "manage their study time," but might specifically use a digital calendar or a habit-tracking app to do so. Another student might use AI-powered language tools to seek immediate help, thereby reinforcing their understanding and building confidence (self-efficacy).

Furthermore, the descriptive analysis revealed that learners' perceptions toward technology were overwhelmingly positive across the entire sample. Regardless of their individual level of self-regulation, students consistently recognized the usefulness of digital tools in their English learning journey. This finding is highly consistent with a wide range of previous research, which has established that modern learners generally hold favorable views toward technology-enhanced learning environments (Almaiah et al., 2022; Granić & Marangunić, 2019; Lin & Yu, 2023; Salloum et al., 2019; Songkram et al., 2023). This universal positive perception provides a fertile ground for integrating technology into language instruction, as students do not appear to possess an inherent resistance to its use.

An analytical perspective indicates the internalisation of technology as a utility rather than a mere accessory. Consistent with the Technology Acceptance Model (TAM), perceived usefulness is perhaps a stronger factor than ease of use, suggesting that students are more concerned with how technology makes learning easier and with materials being readily available than with ease of use from a technical perspective. This is especially the case for students in the Islamic Educational Management study program at Luqman Al-Hakim Islamic College, where their exposure to English usually occurs outside the traditional classroom context, and technology serves as a tool for its practice.

Theoretically, these findings further enrich SRL theory by integrating it with TAM within a moderation framework and by providing a more sophisticated explanatory model for English learning achievement. Unlike other studies that view technology as a direct predictor, the current study considers technology perception to be a catalyst that intensifies the effect of self-regulation.

This method intervenes in the silence of literature, which generally treats SRL and technology use separately, and highlights that contextual neutralisation is significant in language-learning enquiry situated within Islamic higher education.

The pedagogical implications of the analysis are twofold. First, teaching interventions that target only SRL strategies could be ineffective in changing students' technology perceptions. The other reason connectivity initiatives will not work. The study suggests that efforts to improve technology infrastructure should be complemented by pedagogical support to help students understand how digital tools can support their learning. In the case of General English courses in Educational Islamic Management programs, this highlights that teaching English should clearly integrate SRL-oriented tasks within technology-enhanced learning spaces in order to ensure that students' strategic learning capabilities and technological beliefs act in synergy to enhance English achievement.

CONCLUSION

The findings of this study demonstrated that Self-Regulated Learning (SRL) strategies have a highly significant positive effect on students' achievement in the General English course among Islamic Educational Management students at Luqman Al-Hakim Islamic College. Students who are able to effectively plan, monitor, and evaluate their learning tend to achieve better academic performance in English. This finding indicates that learner autonomy and self-management play important roles in supporting successful language learning, particularly in higher education contexts where students are expected to become more independent learners.

The study also revealed that students generally have positive perceptions toward the use of educational technology in English learning. Most participants viewed technology as a useful and supportive tool that enables more flexible, interactive, and autonomous learning experiences. Positive attitudes toward technology may increase students' motivation and engagement in learning activities, which in turn contribute to better English achievement. Therefore, the combination of strong SRL strategies and positive technology acceptance appears to significantly support students' academic success in General English courses.

However, this study has several limitations that should be considered. First, the relatively small sample size limits the generalizability of the findings to broader educational contexts. Second, the study relied mainly on self-reported questionnaire data, which may contain response bias and may not fully reflect students' actual learning behaviors. In addition, students' English achievement was measured primarily through course scores, which may not comprehensively represent their overall language proficiency. Furthermore, the cross-sectional design of the study does not capture students' long-term learning development over time.

Therefore, future studies are recommended to involve larger and more diverse samples, apply longitudinal or mixed-method research designs, and include more comprehensive measures of English proficiency. From a practical perspective, the findings suggest that technology-enriched learning environments integrated with SRL strategy instruction may help improve students' English learning outcomes. Lecturers and educational institutions are encouraged to support the development of students' self-regulation skills while maximizing the effective use of educational technology in English classrooms.

.

REFERENCES

Alhousayen, R. & Abdurrazzag Abdullah Alghammas. (2025). The Effect of Self-Regulated Learning Strategies on English as a Foreign Language Writing. *International Journal of Linguistics, Literature and Translation*, *8*(6), 31–45. https://doi.org/10.32996/ijllt.2025.8.6.4

Almaiah, M., Alfaisal, R., Salloum, S., Al-Otaibi, S., Al Sawafi, O., Al-Maroof, R., Lutfi, A., Alrawad, M., Mulhem, A., & Awad, A. (2022). Determinants Influencing the Continuous Intention to Use Digital Technologies in Higher Education. *Electronics*, *11*(18), 2827. https://doi.org/10.3390/electronics11182827

Amri, Z. (2024). Self-regulated Learning and Academic Achievement in the EFL Classroom. *Journal of English Language Teaching and Applied Linguistics*, *6*(1), 87–99. https://doi.org/10.32996/jeltal.2024.6.1.11

Apridayani, A., Han, W., & Waluyo, B. (2023). Understanding students' self-regulated learning and anxiety in online English courses in higher education. *Heliyon*, *9*(6), e17469. https://doi.org/10.1016/j.heliyon.2023.e17469

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE.

Davis, F. D., & Granić, A. (2024). *The Technology Acceptance Model: 30 years of TAM*. Springer International Publishing AG.

Deng, X., Wang, C., & Xu, J. (2022). Self-regulated learning strategies of Macau English as a foreign language learners: Validity of responses and academic achievements. *Frontiers in Psychology*, *13*, 976330. https://doi.org/10.3389/fpsyg.2022.976330

Enu-Kwesi, F., & Opoku, M. O. (2020). Relevance of the technology acceptance model (TAM) in information management research: A review of selected empirical evidence. *Pressacademia*, *7*(1), 34–44. https://doi.org/10.17261/Pressacademia.2020.1186

Faza, A., & Lestari, I. A. (2025). Self-Regulated Learning in the Digital Age: A Systematic Review of Strategies, Technologies, Benefits, and Challenges. *The International Review of Research in Open and Distributed Learning*, *26*(2), 23–58. https://doi.org/10.19173/irrodl.v26i2.8119

Frans, N., & Wahani, V. (2025). Exploring the Impact of Self-Regulated Learning Stratetgies on English Language Mastery: A Quantitative Analysis of High School Students. *Klasikal: Journal of Education, Language Teaching and Science*, *7*(1), 548–560. https://doi.org/10.52208/klasikal.v7i1.1307

Granić, A., & Marangunić, N. (2019). Technology acceptance model in educational context: A systematic literature review. *British Journal of Educational Technology*, *50*(5), 2572–2593. https://doi.org/10.1111/bjet.12864

Harzelli, N., & Kaddouri, E. (2025). Self-Regulated Learning According to Pintrich's Social-Cognitive Model. *Journal of Languages and Translation*, *5*(2), 206–220. https://doi.org/10.70204/jlt.v5i2.638

Irianto, T. U., & Firman, F. (2023). Analysis of the Students' Needs in General English Course at the Civil Engineering Study Program of a Higher Education in Papua. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 2145–2155. https://doi.org/10.35445/alishlah.v15i2.2715

Lin, Y., & Yu, Z. (2023). Extending Technology Acceptance Model to higher-education students' use of digital academic reading tools on computers. *International Journal of Educational Technology in Higher Education*, *20*(1), 34. https://doi.org/10.1186/s41239-023-00403-8

Ni'mah, U., Nasihah, M., & Munfaati, F. (2025). Exploring self-regulated learning strategies to enhance English speaking skills among EFL students. *Indonesian Journal of Applied Linguistics*, *14*(3), 472–483. https://doi.org/10.17509/ijal.v14i3.72000

Öztürk, M., & Çakıroğlu, Ü. (2021). Flipped learning design in EFL classrooms: Implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments*, *8*(1), 2. https://doi.org/10.1186/s40561-021-00146-x

Salloum, S. A., Qasim Mohammad Alhamad, A., Al-Emran, M., Abdel Monem, A., & Shaalan, K. (2019). Exploring Students' Acceptance of E-Learning Through the Development of a Comprehensive Technology Acceptance Model. *IEEE Access*, *7*, 128445–128462. https://doi.org/10.1109/ACCESS.2019.2939467

Sjarif, E., Prastati, T., Abd Gafur, & Asnah Marlina Limbong. (2025). Self-Regulated Learning (SRL) Tendencies of Educational Technology Students in Online Tutorials. *Journal of Learning and Technology*, *4*(1). https://doi.org/10.33830/jlt.v4i1.12581

Songkram, N., Chootongchai, S., Osuwan, H., Chuppunnarat, Y., & Songkram, N. (2023). Students' adoption towards behavioral intention of digital learning platform. *Education and Information Technologies*, *28*(9), 11655–11677. https://doi.org/10.1007/s10639-023-11637-4