

Teachers' Role in Supporting Self-Regulated Learning under Curriculum Merdeka: A Case Study at a Junior High School in Mataram

Nurul Fitriah, Henny Soepriyanti, Agus Saputra, Hartati Suryaningsih

English Education Program, Faculty of Teacher Training and Education, University of Mataram, Indonesia

Received : 17 July 2026

Revised : 29 September 2026

Accepted : 29 September 2026

Published: 30 September 2026

Corresponding Author

Author Name: Nurul Fitriah

Email: nurulfitriah912@gmail.com

DOI: 10.29303/jeef.v6i3.1075

© 2026 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: Self-Regulated Learning (SRL) is a key principle of Curriculum Merdeka that promotes students' autonomy and responsibility for learning. However, limited research has explored how English teachers support SRL through their classroom roles in Indonesian EFL contexts. This study aimed to identify the roles of English teachers in supporting students' Self-Regulated Learning and examine how these roles were enacted in classroom practices. This study employed a qualitative case study involving five English teachers at a public junior high school in Mataram selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analyzed using thematic analysis based on the interactive model of Miles et al. (2014). The findings revealed that teachers supported SRL by acting as planners, facilitators, monitors, and providers of learning support across Zimmerman's three SRL phases. Teacher support was most evident during the forethought and performance phases through practices such as communicating learning objectives, providing scaffolding, monitoring students' understanding, and delivering formative feedback. However, reflective practices and follow-up learning support remained limited. The study concludes that while teachers play important roles in supporting SRL, greater emphasis on the self-reflection phase is needed to foster students' long-term self-regulation.

Keywords: Self-Regulated Learning, Teacher Roles, Curriculum Merdeka, English as a Foreign Language, Qualitative Case Study

INTRODUCTION

Self-Regulated Learning (SRL) has become an increasingly important concept in contemporary education because it enables students to take responsibility for their own learning by setting goals, monitoring progress, regulating learning strategies, and reflecting on learning outcomes. Learners who develop strong self-regulation are more likely to become autonomous, motivated, and successful in achieving academic goals (Schunk & Greene, 2018; Zimmerman, 2011). These competencies are particularly important in today's educational landscape, where students are expected not only to acquire knowledge but also to adapt to rapidly changing learning demands.

Although SRL emphasizes students' active involvement in learning, its development depends greatly on teachers' instructional support. Rather than serving solely as transmitters of knowledge, teachers are expected to facilitate learning, provide guidance, create autonomy-supportive environments, and gradually transfer responsibility for learning to students. Previous studies have shown that teachers play a significant role in fostering students' self-regulation by encouraging goal setting, monitoring learning progress, and promoting independent learning behaviors (Segaran & Hasim, 2021). Furthermore, meaningful teacher-student relationships and autonomy-supportive classroom practices have been found to strengthen students' motivation and engagement in learning (Reeve, 2012).

The importance of teacher support becomes even more evident in English as a Foreign Language (EFL) contexts,

where opportunities to use English outside the classroom remain limited. In Indonesia, English is taught as a compulsory subject; however, students generally have limited exposure to authentic English communication. Consequently, students are expected to regulate their own learning beyond classroom instruction by practicing language skills independently and applying appropriate learning strategies (Siswanto & Mbato, 2020; Xu et al., 2023). Under these circumstances, teachers play an essential role in creating learning environments that encourage students to become more autonomous and responsible for their learning.

The emphasis on learner autonomy is closely aligned with Curriculum Merdeka, which promotes student-centered learning, flexibility, and the development of learners' independence. Through this curriculum, teachers are encouraged to design learning experiences that enable students to develop critical thinking, creativity, and responsibility for their own learning. Technology integration, project-based learning, and flexible instructional approaches are also expected to support the development of SRL by providing students with greater opportunities to manage and evaluate their learning independently.

Despite this strong conceptual alignment, implementing SRL in classroom practice remains challenging. Previous studies have reported that teachers often encounter obstacles such as limited instructional time, inadequate teaching resources, insufficient professional development, and limited self-efficacy, which reduce their readiness to implement student-centered learning effectively (Rohmah et

al., 2024; Wardana, 2024; Yusa et al., 2023). As a result, SRL is frequently emphasized at the policy level but is not consistently reflected in everyday classroom practices (Dhiasa et al., 2025). These challenges highlight the need to examine how teachers actually support students' SRL during classroom instruction rather than relying solely on curriculum expectations.

Although previous research has examined Self-Regulated Learning, Curriculum Merdeka, and student-centered learning from various perspectives, relatively few studies have specifically explored the roles performed by English teachers in supporting SRL within Indonesian EFL classrooms. Existing studies have largely focused on curriculum implementation, instructional strategies, or students' learning outcomes, leaving teachers' classroom roles insufficiently investigated. In addition, limited studies have analyzed these roles using Zimmerman's (2000) cyclical framework of forethought, performance, and self-reflection while drawing on multiple sources of classroom evidence.

Therefore, this study aims to identify the roles of English teachers in supporting students' Self-Regulated Learning under Curriculum Merdeka and to examine how these roles are enacted in classroom practices at a public junior high school in Mataram. By providing an in-depth analysis of teachers' classroom practices through the lens of Zimmerman's SRL framework, this study is expected to contribute to a better understanding of how teacher support can facilitate students' self-regulation in Indonesian EFL classrooms.

RESEARCH METHOD

This study employed a qualitative case study design to explore the roles of English teachers in supporting students' Self-Regulated Learning (SRL) under Curriculum Merdeka. A qualitative approach was selected because it enables an in-depth understanding of teachers' experiences, classroom practices, and instructional roles within their natural educational setting. The case study design was considered appropriate because it facilitated a comprehensive investigation of a bounded educational context, allowing the researcher to examine how teachers supported SRL in everyday classroom practices through the lens of Zimmerman's (2000) cyclical model of Self-Regulated Learning.

The study was conducted at a public junior high school in Mataram City, West Nusa Tenggara, Indonesia. The school was selected because it had implemented Curriculum Merdeka and actively encouraged student-centered learning practices that align with the principles of Self-Regulated Learning. Five English teachers were selected through purposive sampling based on three criteria: they were actively teaching English, had implemented Curriculum Merdeka for at least one year, and were willing to participate in classroom observations and interviews. This focused sample enabled an in-depth exploration of teachers' classroom roles and instructional practices.

Data were collected using classroom observations, semi-structured interviews, and document analysis. Each teacher was observed during two classroom sessions to examine how SRL-supportive practices were enacted throughout the learning process. Semi-structured interviews

were conducted after the observations to explore teachers' perspectives, instructional decisions, and experiences in supporting students' Self-Regulated Learning. In addition, relevant teaching documents, particularly lesson plans, were analyzed to identify the planned implementation of SRL-supportive practices and to complement the observational and interview data. The use of these three data sources enabled methodological triangulation and strengthened the credibility of the findings.

The data were analyzed using the interactive model of Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing or verification. Interview recordings were transcribed, observation notes were organized, and relevant document excerpts were compiled before analysis. The researcher then coded the data and grouped similar patterns into themes representing teachers' roles in supporting SRL. The themes were interpreted using Zimmerman's (2000) three phases of Self-Regulated Learning—forethought, performance, and self-reflection—to explain how teachers' classroom practices supported students' self-regulatory development. To enhance the trustworthiness of the study, triangulation across observations, interviews, and document analysis was employed, and findings from each data source were compared to ensure consistency and credibility.

RESULT AND DISCUSSION

The findings indicate that English teachers supported students' Self-Regulated Learning during the **forethought phase** by communicating learning objectives and activating students' prior knowledge before beginning classroom activities. Classroom observations showed that most teachers consistently explained lesson objectives at the beginning of the lesson, enabling students to understand the expected learning outcomes and prepare themselves for the learning process. Interviews further revealed that teachers considered learning objectives important for directing students' attention and providing a clear focus throughout the lesson. However, the practice of activating prior knowledge was implemented inconsistently among participants. While several teachers regularly connected new materials with students' previous learning experiences through questioning and discussion, others tended to proceed directly to the lesson without sufficient preparation activities. These findings suggest that teachers generally recognized the importance of preparing students cognitively before learning, although the quality of implementation differed across classrooms.

These practices reflect teachers' roles as planners during the forethought phase of Zimmerman's (2000) Self-Regulated Learning model. According to Zimmerman, the forethought phase emphasizes learners' preparation before engaging in learning activities through goal orientation and strategic planning. By clearly communicating lesson objectives, teachers provided students with direction regarding what should be achieved, while activating prior knowledge helped students connect existing knowledge with new learning experiences. This finding supports Segaran and Hasim (2021), who argue that teachers facilitate self-regulation by creating opportunities for learners to understand learning goals and prepare themselves for independent learning. However, the inconsistent implementation of prior knowledge activation

indicates that not all teachers fully optimized instructional practices that support students' readiness for self-regulated learning. Consequently, although the forethought phase was generally supported, its implementation remained uneven across classrooms.

Beyond supporting students during the forethought phase, teachers' roles became more evident during the performance phase, where classroom practices focused on facilitating students' engagement throughout the learning process. The findings revealed that teachers played their most prominent roles during the **performance phase** of Self-Regulated Learning by monitoring students' understanding, providing instructional scaffolding, encouraging help-seeking, facilitating learning strategies, and managing classroom learning activities. Classroom observations showed that teachers frequently monitored students' progress by asking questions, checking students' responses, and providing clarification when misconceptions arose. Most teachers also employed scaffolding by offering examples, guiding students through tasks, and gradually assisting learners in completing classroom activities. These practices enabled students to remain engaged while reducing difficulties encountered during the learning process.

In addition, teachers encouraged students to seek assistance when necessary by creating supportive classroom interactions in which students felt comfortable asking questions and requesting clarification. Although learning strategies were introduced in several classrooms, their implementation varied among participants, with some teachers explicitly modelling strategies while others provided only limited guidance. Likewise, classroom time management was generally adequate but differed according to teachers' instructional styles and classroom conditions. Overall, these findings indicate that teacher support during the performance phase primarily focused on maintaining students' engagement and facilitating successful task completion through continuous instructional guidance.

These findings demonstrate teachers' roles as facilitators, monitors, and learning supporters throughout the performance phase of Zimmerman's (2000) Self-Regulated Learning model. Zimmerman explains that this phase involves learners' active engagement in learning through self-control, strategy use, self-observation, and continuous monitoring of their progress. The classroom practices observed in this study indicate that teachers supported these processes by providing timely scaffolding, monitoring students' understanding, and encouraging active participation rather than simply delivering instructional content. Such practices are consistent with Reeve's (2012) concept of autonomy-supportive teaching, which emphasizes providing appropriate guidance while gradually encouraging students to assume greater responsibility for their own learning. Similarly, Segaran and Hasim (2021) argue that teachers foster students' self-regulation by reducing direct control and creating opportunities for learners to solve problems, apply learning strategies, and monitor their own progress. However, the variation observed in teachers' implementation of learning strategies and time management suggests that support for SRL during the performance phase was not yet consistently implemented across classrooms. Consequently, while teachers

demonstrated substantial efforts to facilitate students' learning processes, opportunities remain to strengthen instructional practices that encourage greater learner independence and strategic self-regulation.

While teacher support was clearly demonstrated during the forethought and performance phases, the findings indicate that support became less evident during the **self-reflection phase**. Although teachers regularly provided **formative feedback** to students during classroom activities, structured opportunities for students to evaluate their own learning and plan subsequent improvements were implemented only to a limited extent. Classroom observations showed that most teachers concluded lessons by reviewing learning materials or confirming students' understanding rather than encouraging learners to reflect on their strengths, weaknesses, or learning strategies. Similarly, follow-up learning support, such as assigning reflective tasks or guiding students to set goals for future learning, was rarely observed. Interview data further suggested that teachers viewed feedback primarily as a means of correcting students' performance instead of promoting students' self-evaluation and independent learning. These findings indicate that although teachers recognized the importance of monitoring students' learning progress, reflective practices that foster long-term self-regulation had not yet become a consistent component of classroom instruction.

This finding suggests that teachers' roles during the self-reflection phase were less developed than those observed in the preceding phases of Self-Regulated Learning. According to Zimmerman (2000), self-reflection is a critical stage in which learners evaluate their performance, identify factors influencing their learning outcomes, and use these evaluations to regulate future learning behaviors. Without structured opportunities for reflection, students may become dependent on teachers' feedback rather than developing the capacity to assess and improve their own learning independently. This finding is consistent with Hadwin et al. (2019), who argue that reflection enables learners to monitor their progress, evaluate the effectiveness of their learning strategies, and make informed adjustments for future tasks. Furthermore, Reeve (2012) emphasizes that autonomy-supportive teaching extends beyond providing guidance during learning; it also involves encouraging students to take responsibility for evaluating their own learning experiences. Therefore, while the teachers in this study demonstrated meaningful efforts to support Self-Regulated Learning throughout classroom instruction, the limited implementation of reflective practices indicates that the cyclical process of SRL was not yet fully realized. Strengthening opportunities for student reflection and follow-up learning support may therefore enhance students' ability to become more autonomous and self-regulated learners.

CONCLUSION

This study explored the roles of English teachers in supporting students' Self-Regulated Learning (SRL) under Curriculum Merdeka at a public junior high school in Mataram. The findings indicate that teachers primarily acted as planners, facilitators, monitors, and providers of learning support throughout the learning process. These roles were

reflected in classroom practices such as communicating learning objectives, activating prior knowledge, monitoring students' understanding, providing scaffolding, encouraging help-seeking, facilitating learning strategies, and delivering formative feedback. The findings demonstrate that teachers played an important role in fostering students' engagement and supporting the development of self-regulatory skills, particularly during the forethought and performance phases of Zimmerman's SRL framework.

However, the implementation of SRL was not yet fully balanced across all phases. Although teachers consistently supported students before and during learning activities, opportunities for structured self-reflection and follow-up learning support remained limited. As a result, the cyclical process of Self-Regulated Learning was not fully realized in classroom practice. These findings highlight the importance of strengthening reflective learning practices to better support students in becoming more autonomous, responsible, and lifelong learners under Curriculum Merdeka.

Based on the findings of this study, English teachers are encouraged to provide more structured opportunities for students to engage in self-reflection and follow-up learning activities to strengthen all phases of Self-Regulated Learning under Curriculum Merdeka. Future researchers may also examine the implementation of SRL from students' perspectives or investigate its effectiveness in different educational contexts to gain a more comprehensive understanding of how SRL can be effectively supported in English language classrooms.

REFERENCES

- Dhiasa, I. S., Nugroho, H. M. A., & Widyastuti, W. (2025). Empowering Learners: Challenges in Promoting Self-Regulated Learning in Indonesian Senior High School EFL Classroom. *Journal of English Teaching, Literature, and Applied Linguistics*, 9(1), 116-123.
- Hadwin, A. F., Davis, S. K., Bakhtiar, A., & Winne, P. H. (2019). Academic challenges as opportunities to learn to self-regulate learning. In H. Askill-Williams & J. Orrell (Eds.), *Problem solving for teaching and learning: A festschrift for Emeritus Professor Mike Lawson* (pp. 34-48). Routledge. <https://doi.org/10.4324/9780429400902>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149-172). Springer.
- Rohmah, Z., Hamamah, H., & Junining, E. (2024). "I know this is good, but I am confused": English teachers' self-efficacy in implementing the Independent Curriculum. *Studies in English Language and Education*, 11(2), 820-837. <https://doi.org/10.24815/siele.v11i2.34804>
- Schunk, D. H., & Greene, J. A. (2018). Historical, contemporary, and future perspectives on self-regulated learning and performance. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 1-18). Routledge.
- Segaran, M. K., & Hasim, Z. (2021). Teacher management of self-regulated learning through eportfolio. *Journal of Nusantara Studies (JONUS)*, 6(1), 373-393.
- Siswanto, I. L., & Mbato, C. L. (2020). Investigating Indonesian Senior High School Students' Implementation of Self-Regulated Learning towards the English Subject. *Journal of English Education and Teaching*, 4(4), 483-498. <https://doi.org/10.33369/jeeet.4.4.483-498>
- Wardana, M. D. K. (2024). Classroom teachers' problems and strategies in implementing the Merdeka Curriculum: Permasalahan dan strategi guru kelas dalam implementasi Kurikulum Merdeka. *Academia Open*, 9(1). <https://doi.org/10.21070/acopen.9.2024.9399>
- Xu, X., Zhu, X., & Chan, F. M. (2023). System design of Pintrich's SRL in a supervised-PLE platform: A pilot test in higher education. *Interactive Learning Environments*, 31(2), 683-700. <https://doi.org/10.1080/10494820.2020.1802296>
- Yusa, I. M. M., Yusuf, M., Rahman, A., Aniati, & Supriyanto, D. (2023). The challenges and opportunities of Kurikulum Merdeka implementation in Indonesian schools. *Indonesian Journal of Education (INJOE)*, 2(2), 364-382.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.
- Zimmerman, B. J. (2011). Motivational sources and outcomes of self-regulated learning and performance. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 49-64). Routledge.