The Role of Self-Regulated Learning as an Adaptive Strategy in Improving Academic Resilience of Final Year Students: A Literature Review

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Abstract.

Self-Regulated Learning (SRL) is one of the adaptive learning strategies that students can use to manage their learning process independently through several methods, namely planning, monitoring, and self-evaluation. This approach is particularly important for senior students facing complex academic pressures, such as completing theses, final projects, and preparing for entry into the workforce. These pressures often lead to a decline in learning motivation and can increase the risk of academic stress. Therefore, a strategy is needed to improve academic resilience, namely the ability to persevere, adapt, and recover from academic difficulties. This study aims to examine the role of self-regulated learning as an adaptive strategy in 777^{7}7^{7}q the academic resilience of final-year students through a literature review. Data sources were obtained from several articles indexed in Scopus, Sinta, and DOAJ, with criteria of publications within the last five years and relevance to the topics of self-regulated learning and academic resilience. The results of the review indicate that self-regulated learning has a positive and significant relationship with academic resilience through improvements in self-efficacy, time management, and stress control. Several previous studies have also identified self-regulated learning as a mediator or bridge between academic resilience and learning achievement, as well as one of the main factors contributing to time delay. These findings reinforce the notion that self-regulated learning in higher education can be an important strategy for supporting the academic success and mental health of final-year students.

Key words: [Self-Regulated Learning, Academic Resilience, Final Year Students, Adaptive Strategies, Literature Review]

INTRODUCTION

Final-year students often face complex problems related to academic pressure, completing their final assignments, and preparing to enter the workforce (Putwain et al., 2021). This pressure is one of the factors causing stress, decreased motivation to study, and can hinder the completion of studies (Zimmermab & Schunk, 2011). Therefore, academic resilience is a key factor in influencing students' ability to persevere, adapt, and recover from academic obstacles (Cassidy, 2016). Academic resilience is influenced by various internal and external factors. One internal factor that has been proven to play an important role is Self-Regulated Learning (SLR) or an individual's ability to independently plan, monitor, and evaluate their learning process (Pintrich, 2004). This study shows that students with high Self-Regulated Learning abilities are able to maintain high learning motivation, effective time management, and adaptive coping strategies in response to academic stress (Yoelianita et al., 2022).

In higher education, Self-Regulated Learning can be understood as an adaptive strategy to support academic achievement while improving students' mental health. Therefore, it is crucial to examine the relationship between Self-Regulated Learning and academic resilience in greater depth, particularly among senior students who are in the transition phase toward the workforce. This article aims to review the literature on Self-Regulated Learning in enhancing academic resilience among senior-year students, identify factors that may influence this relationship, and provide effective recommendations for implementation in higher education settings.

METHODS

This study uses a literature review method to identify and analyze the relationship between self-regulated learning (SLR) and academic resilience in final-year students. A literature review was chosen as the method because it allows researchers to identify findings from various previous studies, thereby obtaining a comprehensive picture of the research topic (Snyder, 2019). The data sources were obtained from national and international journals indexed by Scopus, Sinta, and DOAJ. Journal searches were conducted using the keywords: "Self-Regulated Learning," "academic resilience," "college students," and "final-year students."

Inclusion criteria:

1) Research published between 2017 and 2024.
2) The research subjects are final-year students or pupils.
3) The research focuses on self-regulated learning, academic resilience, or the relationship between self-regulated learning and academic resilience.
4) The articles are available in full text and can be accessed.

Exclusion criteria:

1) Articles that are opinions.
2) Research that does not include empirical data.

The article search and selection process was conducted in stages, namely identification, screening, feasibility assessment, and final inclusion. (Page et al., 2021).

Data analysis was conducted descriptively by grouping research findings based on:

1) The relationship between self-regulated learning and academic resilience
2) mediator or moderator variables
3) effective self-regulated learning implementation strategies in higher education.

These approaches enable researchers to map patterns of relationships and identify research gaps (Grant & Booth, 2019).

RESULTS AND DISCUSSION

Literature analysis shows that self-regulated learning (SRL) has a positive relationship with academic resilience. SRL plays an important role in helping students manage learning strategies, time management, stress control, and maintaining academic motivation (Zhang et al., 2024).

Table 1. Summary of the relationship between Self-Regulated Learning and Academic Resilience

No.	Researcher & Year	Research Objectives	Methode	Key Findings
1.	Yoelianita et al. (2022)	Testing the role of self-regulated learning as a mediator of the relationship between self-efficacy and academic resilience.	Quantitative	Self-regulated learning mediates the relationship between self-efficacy and academic resilience.
2.	Trigueros et al. (2023)	Aims to analyze the influence of Self-Regulated Learning on procrastination, stress, anxiety, resilience, and academic achievement.	Quantitative	Self-regulated learning reduces procrastination and stress, and increases resilience and academic achievement.
3.	Linayanti & Laili (2022)	This study aims to identify the relationship between self-regulated learning and academic stress during online learning.	Correlation	Self-regulated learning is significantly negatively correlated with academic stress.
4.	Zhang et al. (2024)	Identifying Self-Regulated Learning as a link between academic resilience and academic achievement.	Longitudinal	Self-regulated learning is closely related to resilience and academic achievement.
5.	Kusumawardani & Sygiharto (2019)	Testing the relationship between self-regulated learning and academic resilience in Indonesian students.	Correlation	This study found a significant positive correlation between self-regulated learning and academic resilience.
6.	Artuch-Garde et al. (2017)	Analyzing the relationship between self-regulated learning and resilience in socially at-risk adolescents.	Quantitative	Self-regulated learning has a significant positive correlation, especially in goal management and learning strategies.

7.	Wang (2021)	This study aims to examine the contribution of grit, resilience, and self-regulated learning to academic achievement.	Quantitative	Self-regulated learning and resilience contribute significantly to academic achievement.
8.	BMC Psychology (2024)	Assessing the role of self-regulated learning as a predictor of academic resilience in students	Quantitative	Self-regulated learning is the main predictor of academic resilience and learning achievement.

Based on Table 1, all studies show a positive correlation between Self-Regulated Learning and Academic Resilience. This is supported by the research of Yoelianita et al. (2022) and Zhang et al. (2024), which found that Self-Regulated Learning plays a crucial role as a mediating variable bridging the relationship between psychological factors (self-efficacy or resilience) and academic achievement. Meanwhile, Trigueros et al. (2023) focused on the benefits of Self-Regulated Learning in reducing academic procrastination and stress, as these two factors are the primary barriers for senior students.

These findings are in line with the research by Artuch-Garde et al (2017), which found that self-regulated learning is closely related to goal management and learning strategies, which are important components of academic resilience. In the context of higher education, emotional management and adaptive skills to changes in the learning environment are also important (BMC Psychology, 2024). Therefore, the implementation of a program to improve self-regulated learning in higher education through training in time management, learning strategies, and stress management techniques can be a preventive and intervention strategy to strengthen the academic resilience of final-year students.

CONCLUSION

This literature review found that Self-Regulated Learning (SRL) plays a strategic role in improving the academic resilience of final-year students. Self-regulated learning helps students manage their learning process independently through planning, monitoring, and self-evaluation, which can increase motivation, time management effectiveness, and the ability to control stress. The results of the study indicate that Self-Regulated Learning is not only positively associated with academic resilience but also serves as a mediating factor between psychological factors such as self-efficacy and academic achievement. Additionally, Self-Regulated Learning functions as a protective factor against academic delays and stress. Based on these research findings, higher education institutions are advised to implement Self-Regulated Learning training into academic counseling programs, learning skills workshops, and stress management strategies. This will enable senior students to develop strong

academic resilience to tackle the challenges of completing their studies and transitioning into the workforce.

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