

The 4th ICoLLiT

INTERNATIONAL CONFERENCE ON LANGUAGE,
LITERATURE AND TEACHING

<https://conferences.ums.ac.id/icollit/>

Strategies for Developing Materials in Indonesian Books to Foster Creative Thinking Skills and Learning Independence of Senior High School Students

Miftakhul Huda

Universitas Muhammadiyah Surakarta

email: miftakhul.huda@ums.ac.id

phone: 085642388900

Received: June 1st, 2025. Revised: July 15th, 2025. Accepted: August 1th, 2025

Available Online: August 10th, 2025.

How to Cite: Huda, M. (2025). Strategies for Developing Materials in Indonesian Books to Foster Creative Thinking Skills and Learning Independence of Senior High School Students. *Proceedings The 4th ICoLLiT*, 536-544.

Abstract

This study aims to examine the strategy of material development in Indonesian textbooks that contribute to improving the creative thinking ability and learning independence of high school students. The approach used in this study is qualitative. Data were obtained from the Indonesian high school textbook for class X of the Independent Curriculum which was analyzed based on indicators of creative thinking, namely originality, flexibility, elaboration, and fluency, as well as indicators of learning independence, namely initiative, responsibility, and self-regulation. The results of the study show that most of the material in the book has accommodated aspects of creative thinking through open-ended tasks, problem-solving, and the development of personal ideas. However, the aspect of learning independence still tends to be limited to mastering content without deep reflective exploration. Effective material development strategies include the preparation of project-based activities, the integration of students' cultural contexts, and the presentation of triggering questions that demand independent exploration of ideas. The implications of this study show the need to design more transformative and reflective subject matter so that textbooks can play a role as a vehicle for the formation of students' character and thinking power in a sustainable manner.

Keywords: *Creative Thinking; Indonesian Textbooks; Learning Independence; Senior High School (SMA); Material Development Strategy*

Corresponding Author:

Miftakhul Huda, Universitas Muhammadiyah Surakarta

Email: miftakhul.huda@ums.ac.id

Abstrak

Penelitian ini bertujuan mengkaji strategi pengembangan materi dalam buku pelajaran Bahasa Indonesia yang berkontribusi terhadap peningkatan kemampuan berpikir kreatif dan kemandirian belajar siswa Sekolah Menengah Atas (SMA). Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Data diperoleh dari buku pelajaran Bahasa Indonesia SMA kelas X Kurikulum Merdeka yang dianalisis berdasarkan indikator berpikir kreatif, yaitu orisinalitas, fleksibilitas, elaborasi, dan fluensi, serta indikator kemandirian belajar, yaitu inisiatif, tanggung jawab, dan regulasi diri. Hasil penelitian menunjukkan bahwa sebagian besar materi dalam buku telah mengakomodasi aspek-aspek berpikir kreatif melalui tugas-tugas terbuka, pemecahan masalah, dan pengembangan gagasan pribadi. Namun, aspek kemandirian belajar masih cenderung terbatas pada penguasaan konten tanpa eksplorasi reflektif yang mendalam. Strategi pengembangan materi yang efektif mencakup penyusunan kegiatan berbasis proyek, integrasi konteks budaya siswa, dan penyajian pertanyaan pemantik yang menuntut eksplorasi gagasan secara mandiri. Implikasi dari penelitian ini menunjukkan perlunya perancangan materi pelajaran yang lebih transformatif dan reflektif agar buku pelajaran dapat berperan sebagai wahana pembentukan karakter dan daya pikir siswa secara berkelanjutan.

Kata kunci: Berpikir Kreatif; Buku Pelajaran Bahasa Indonesia; Kemandirian Belajar; Sekolah Menengah Atas (SMA); Strategi Pengembangan Materi

Introduction

Creative thinking and independent learning are two things that are very important in today's world of education, especially for high school students. These two abilities are not just about how students memorize the subject matter or do problems, but rather how they can use their own thinking to solve problems, create new ideas, and learn without always having to rely on teachers or others. In a fast-paced and changing era like now, these abilities are the main provisions so that students can adapt and succeed in the future.

In reality, many students in high school still do not develop well in terms of creative thinking and independent learning. For example, when given a task that requires them to create a work or find a solution to a problem, many are still confused, even tending to imitate a friend's answer or passively follow instructions without trying to find another way. This condition can be the result of the learning pattern in schools that has so far emphasized more on textual mastery of the material and practice questions whose answers are certain, rather than on the process of exploration and development of ideas.

The ability to think creatively can actually be honed in various ways, especially through learning Indonesian. Indonesian as a subject is not only learning to read or write, but also training how to think, express opinions, discuss, and imagine. Through activities such as writing stories, creating argumentative essays, or discussing certain topics, students can learn to see things from different perspectives, dare to put forward new ideas, and develop their ideas more broadly. However, the reality is that the material in Indonesian textbooks often still focuses on formal and normative matters. For example, textbooks contain more examples of ready-made texts and practice multiple-choice questions or short fill-ins whose answers are already standard.

In addition, learning independence is also one of the main problems. Many students are still not used to setting their own study time, choosing a learning style that suits their style, or looking for learning resources outside of books and materials provided by the teacher. The reliance on the teacher's direction and the assignments that must be completed directly make students less trained to learn independently. This is certainly a big challenge because the world of education

The 4th International Conference on Language, Literature and their Teaching 2025

now requires students to be able to learn throughout their lives, which means that the ability to learn independently is very necessary.

Textbooks should be able to be one of the mediums to support these two abilities. A good book not only presents information and materials that must be understood, but it also offers activities that can stimulate students to think creatively and learn independently. For example, books that provide open-ended assignments, small projects that relate the material to students' daily lives, or questions that invite students to analyze and explore ideas. In this way, the student does not just memorize or follow instructions, but is completely active in using his mind and taking responsibility for his own learning process.

Many Indonesian textbooks in circulation today still do not reach these expectations. Some of the material in the book tends to be presented in a monotonous manner and is less challenging for students to be creative or explore. Examples of activities that can spark creativity, such as writing stories based on personal experiences, creating poems with specific themes, or discussing ongoing social issues, have not been found consistently. In fact, if the material is arranged with such an approach, it is not impossible that students' creative thinking skills can increase significantly. In addition, the contextual learning approach is also not optimal. This means that the material in the textbook does not associate learning much with the environment and culture around students. In fact, when the subject matter is close to everyday experience, students tend to be more interested and easy to understand. For example, textbooks that invite students to create story texts based on local traditions or express opinions about events that occur in the surrounding environment will motivate students to think critically and creatively.

The Independent Curriculum that is currently implemented in Indonesia also encourages teachers and textbook writers to focus more on student-centered learning, which provides space for students to be creative and independent learn. This curriculum invites learning materials not only to focus on mastering the content, but also to develop attitudes, thinking skills, and the ability to learn independently. This makes it important to evaluate and develop strategies for the preparation of Indonesian textbook materials to be in accordance with the spirit of the curriculum.

Research on material development strategies in Indonesian textbooks to improve students' creative thinking skills and learning independence is needed. This kind of research can provide a clear picture of the extent to which textbooks currently support these two important competencies, as well as provide recommendations on how textbooks can be made more effective and relevant. The results of this research will be useful not only for book publishers, but also for teachers, schools, and policy makers in the field of education.

The importance of this research is also based on the demands of the world of education that continues to change. In the future, students will not only need to have a lot of knowledge, but also the ability to process information creatively and learn independently to be ready to face various challenges. If this ability is not honed early, students will find it difficult to adapt to an increasingly complex and competitive environment.

By conducting research that focuses on the strategy for developing Indonesian textbook materials, it is hoped that the best ways to compile textbooks that not only present learning content, but also facilitate students to become active, creative, and independent learners. A well-designed textbook will be a tool that supports a quality learning process and produces future-ready students

Method

This study uses a qualitative approach with a content analysis design to examine the material development strategy in the Indonesian textbook class X of the Independent Curriculum which plays a role in improving the creative thinking ability and learning independence of high school

The 4th International Conference on Language, Literature and their Teaching 2025

students. The research data is in the form of the content of the class X Indonesian textbook which includes learning materials, practice questions, assignments, and instructions and learning activities contained in the book. The forms of data analyzed included material texts, open-ended assignments, sparker questions, and reflective activities that encourage students to think and learn actively.

Data collection was carried out by documentation techniques, namely reading the contents of the book thoroughly, recording parts of the material and assignments in accordance with the indicators of creative thinking and learning independence. This process is carried out systematically to ensure that all relevant materials are well documented.

Indicators of creative thinking used in analysis include originality (the ability to generate new and unique ideas), flexibility (the ability to see a problem from various perspectives), elaboration (the ability to develop and detail ideas), and fluency (the ability to generate many ideas in a given time). Each material and assignment is evaluated to see if it contains these elements, for example an assignment that allows students to create original work, provide several alternative solutions, expand on existing ideas, or generate multiple ideas in an activity.

Indicators of learning independence include initiative (students' willingness to start and direct their own learning without relying on the teacher), responsibility (students' awareness of learning obligations and the consequences of learning outcomes), and self-regulation (students' ability to manage time, learning strategies, and evaluate learning outcomes independently). The materials and activities in the book are analyzed whether they encourage students to take initiative, take responsibility for the learning process, and do self-reflection and regulation.

Indicator measurement is carried out through the analysis of the content of the material and tasks based on the criteria that have been set. For example, the existence of open assignments that require original creation and elaboration of ideas is considered an indicator of creative thinking, while the existence of independent activities that require students to manage the learning process and conduct self-evaluation is considered an indicator of learning independence. Each data is coded according to the category of indicators, and the frequency and quality of the appearance of these indicators are recorded to get an idea of how strongly the book material supports the development of creative thinking skills and independent learning.

Each section in the book is analyzed using the unitization technique, which is the separation of parts of the text into units of meaning that can be recognized as certain learning activities or features. The units are then coded by category: material that supports originality, fluency, flexibility, elaboration, initiative, responsibility, and self-regulation. For example, assignment instructions that ask students to create narrative texts with unusual viewpoints are coded as supporting originality and flexibility. Similarly, tasks that contain a self-evaluation component are categorized as supporting self-regulation.

Once all the data units are encoded, the next process is thematic interpretation of the data. The analysis was carried out by grouping data based on themes that emerged in the material preparation strategy, such as the existence of project-based tasks, the integration of cultural contexts, and the use of open-ended or reflective questions. Each theme was analyzed in depth by describing its form, location, frequency of appearance, and quality of contribution to the indicators studied. In this stage, a conventional content analysis method is also used, which is to build meaning based on an in-depth exploration of the context of data presentation without rigid pre-categories.

To increase the credibility and dependability of the research, peer checking was carried out by involving two expert lecturers in the field of Indonesian education and curriculum. They were asked to examine some of the results of categorization and interpretation to avoid researcher bias.

The 4th International Conference on Language, Literature and their Teaching 2025

In addition, the validity test is also strengthened through theoretical triangulation, which is to compare field findings with a conceptual framework on creative learning and independent learning from the latest literature.

The analysis process is carried out gradually and repeatedly to ensure the depth of interpretation and the accuracy of the extraction of meaning. The final result of the analysis was in the form of a systematic description of how much the material preparation strategy in the textbook contributes to students' creative thinking ability and independent learning. In addition, the analysis also results in the identification of the strengths and weaknesses of books in integrating a reflective, participatory, and oriented learning approach to the formation of autonomous thinking characters and attitudes. These findings further became the basis for the formulation of a more optimal and transformative book material development strategy.

Result and Discussion

Result

A. Creative Thinking

The ability to think creatively is analyzed based on four indicators: originality, flexibility, elaboration, and fluency, by tracing how the material development strategy in the Indonesian High School Class X Independent Curriculum textbook accommodates these four aspects.

1. Originality

Open-ended tasks such as writing lecture texts provide space for the expression of new ideas. In the book *Cerdas Cergas Berbahasa dan Bersastra Indonesia* (Kemendikbudristek, 2021), there is an order, "Choose the issues that you think are important to convey to the public, then compile the text of your lecture" (p. 176). This assignment provides space for students to determine their own topics, thus giving rise to a diversity of ideas based on individual experiences and viewpoints. Of the 10 writing activities studied, 7 of them contained elements of topic freedom that allowed the development of originality.

2. Flexibility

Flexibility is reflected in tasks that involve comparing or reinterpreting texts. For example, in the activity of analyzing the structure of exposition and persuasive texts (p. 59), students were asked to "Compare the structure and use of language in the following exposition and persuasive texts." This assignment encourages students to switch perspectives between the two types of texts, which can enrich the way of thinking. However, of the 10 relevant tasks, only 4 provide varied contexts that demand active shifting of perspectives.

3. Elaboration

This indicator appears to be strong in the strategy of developing narrative text writing materials. Students are directed to develop story elements gradually, as in the instruction "Develop the setting and characters by inserting conflicts that reflect inner dilemmas" (p. 108). An analysis of 9 writing activities found that 8 of them led students to build an idea framework into a mature and structured text, reflecting attention to the process of elaborating ideas.

4. Fluency

Fluency in thinking, which is the ability to generate many ideas, can be seen in exploratory activities such as making mind maps. One of the instructions on page 35 reads: "Write down as many main ideas as possible from the following paragraphs." However, of the 10 activities related to this indicator, only 3 actually provide a considerable exploratory space. Most of it is still limited to the reproduction of information, not yet leading to the creation of many alternative ideas.

The material development strategy supports the indicators of originality and elaboration quite well, through open assignments and creative writing stages. However, flexibility and fluency

The 4th International Conference on Language, Literature and their Teaching 2025

require a more contextual strategy, for example by including more cross-text or cross-genre activities to stimulate diversity and abundance of ideas.

B. Learning Independence

Learning independence was examined based on three indicators: initiative, responsibility, and self-regulation, which were analyzed through the form of material presentation and assignment instructions.

1. Initiatives

Student initiative arises when given the freedom to choose or determine approaches. On page 176, students are asked to "Decide on your own topic of your talk and deliver it in oral or written form." This strategy supports student initiatives. However, of the 12 learning activities, only 4 gave students the option to choose the method, content, or form of delivery. The rest still use a uniform instructional approach.

2. Responsibility

Indicators of responsibility appear in the instructions for examining and revising the work. One example is on page 112: "Double-check the text before it is collected. Make sure the content, structure, and use of the language are appropriate." Of the 10 activities analyzed, only 2 provided room for reflection through revision or self-evaluation. This shows that responsibility has not been fully internalized in the material development strategy.

3. Self-Regulation

Self-regulation requires tools such as journals, checklists, or study time management guidelines. However, throughout the book, no instruction is found that directs students to set their own schedules, achievement targets, or evaluation of the learning process. For example, the instruction on page 67 simply says: "Discuss in a group and present the results next week," without any technical planning guidance. Of the 9 independent learning activities, all of them are arranged top-down by teachers or books.

The strategy of developing material in books tends to still be oriented towards completing tasks, not on forming an awareness of independent learning. Indicators of initiative have begun to appear through open tasks, but indicators of responsibility and self-regulation have not received adequate reinforcement of learning strategies.

Discussion

1. Development of Creative Thinking in Indonesian Textbooks Class X Independent Curriculum

The analysis of the content of the Indonesian textbook for class X of the Independent Curriculum shows that there are efforts to develop students' creative thinking skills, but there are still several aspects that need to be improved and strengthened so that students can optimize their creative thinking skills as a whole.

Creative thinking is a skill that involves the process of generating new, original, and useful ideas in the context of learning (Runco, 2007). Within the framework of Guilford (1967), creative thinking includes the dimensions of originality, flexibility, elaboration, and fluency. This textbook has succeeded in providing space for students to develop originality through tasks such as writing narrative texts and open-ended lectures, so that students can channel their unique ideas or ideas (Sari, 2022). However, the flexibility aspect, i.e. the ability to think from different points of view and adapt ideas, has not been fully explored. This is due to the dominance of tasks that are still linear and instructional so that it does not encourage students to think divergently (Kim, 2011). In addition, fluency ability, which is to produce various alternative solutions or ideas, is also still minimal in the activities presented in the book. The results of research by Beghetto and Kaufman

The 4th International Conference on Language, Literature and their Teaching 2025

(2014) stated that learning activities that stimulate fluency will help students more easily generate many creative ideas in an academic context.

On the other hand, elaboration as the ability to develop and detail ideas in depth is the strength of this textbook. Through assignments to write stories or texts that require clear details and plots, students are trained to deepen their ideas, which is an important aspect of higher-level thinking (Bloom et al., 1956). This is in line with the opinion of Amabile (1996) who emphasized that elaboration is able to improve the quality of creativity by strengthening the details and coherence of ideas.

Further emphasis on activities that encourage flexible thinking and fluency needs to be considered to increase the potential for creative thinking across the board. For example, the addition of brainstorming activities, creative debates, or open-ended problem-solving will help students see problems from different perspectives and generate new ideas (Lubart, 2000).

2. Development of Learning Independence

Learning independence is the ability of students to manage their learning process actively, independently, and responsibly (Holec, 1981). In the context of the Indonesian textbook for class X of the Independent Curriculum, the indicators of learning independence analyzed include initiative, responsibility, and self-regulation.

The material in the book provides several opportunities for students to work on open-ended assignments that demand initiative. However, the material is not enough to facilitate the development of self-regulation such as time management, monitoring learning progress, and systematic self-evaluation. According to Zimmerman (2002), good self-regulation is related to the metacognitive ability to control and direct the learning process, so it is very important for independent learning.

Research by Broadbent and Poon (2015) shows that students who have high self-regulation skills tend to have better learning achievement and qualified critical thinking skills. Therefore, textbooks need to integrate activities that teach students to plan, monitor, and evaluate their learning independently, for example through a study journal, self-reflection, or task planning. In addition, the development of learning responsibilities also needs more attention. Textbooks should include activities that instill discipline and learning consistency, as well as provide constructive feedback to encourage students to take responsibility for their learning outcomes (Deci & Ryan, 2000).

3. Contextual Approach and Local Cultural Linkages

Learning that relates the material to the context of students' lives is essential to increase motivation and relevance of learning (Vygotsky, 1978; Brown, 2009). The results of the analysis show that the Indonesian textbooks of class X of the Independent Curriculum have not fully integrated elements of local culture and the social context of students in learning activities.

The integration of local culture into learning materials can increase student involvement while stimulating creativity and critical thinking about the surrounding environment (Gay, 2010). For example, writing lecture texts or narratives that raise local issues or cultural traditions will help students to understand and appreciate cultural richness as well as generate creative ideas based on real context (Ladson-Billings, 1995).

Research by Banks (2015) confirms that culturally responsive teaching can improve students' learning outcomes and cognitive development. Therefore, the development of textbooks should strengthen the integration of local and social cultural contexts so that the material is more meaningful and able to develop students' creative thinking skills and independent learning.

4. Implications of Textbook Development

These findings emphasize the need for continuous evaluation and development in the preparation of Indonesian textbooks in order to support the development of creative thinking skills and learning independence more optimally. The preparation of materials must prioritize the principles of active, open, and contextual learning that encourage students to be creative and learn independently (Bruner, 1966). Textbooks should contain varied learning activities such as problem-based projects, creative discussions, self-evaluation, and reflection that not only encourage students to produce original works, but also be able to manage their learning process independently (Deci & Ryan, 1985). In addition, it is necessary to provide guidance for teachers to be able to use textbooks effectively in learning that encourage students' creativity and independence. Teacher training in implementing active learning strategies and project-based learning is also a supporting factor for the success of this competency development (Darling-Hammond et al., 2020).

Conclusion

This research underlines the importance of material development strategies in Indonesian books that not only focus on content delivery, but are also specifically designed to foster students' creative thinking skills and independent learning at the high school level. Materials that are developed systematically and innovatively are able to provide effective stimulation for students to hone their imagination, analytical skills, and independent decision-making in the learning process.

These findings confirm that a learning approach that integrates creative and independent elements is key to creating an active, reflective and student-centered learning atmosphere. Thus, textbooks as the main learning resource must be designed with pedagogical aspects that are able to build character and high-level thinking skills according to the demands of the 21st century curriculum.

Recommendations for the development of textbooks in the future are to increase the diversification of material presentation methods and provide sufficient space for students to explore and reflect on themselves. In addition, strengthening the role of teachers as creative facilitators is also needed so that the learning process runs optimally and is able to motivate students to continue to develop their potential independently. Thus, this holistic and student-based material development strategy can be an important foothold in efforts to improve the quality of Indonesian education that is adaptive and responsive to changing times.

Reference

- Amabile, T. M. (1996). *Creativity in Context*. Westview Press.
- Andrade, H., & Brookhart, S. (2016). *The Role of Formative Assessment in Self-Regulated Learning*. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (pp. 203–217). Routledge.
- Boekaerts, M. (2011). *Emotions, Emotion Regulation, And Self-Regulation of Learning*. In D. H. Schunk & B. J. Zimmerman (Eds.), *Handbook of self-regulation of learning and performance* (pp. 408–425). Routledge.
- Banks, J. A. (2015). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching (6th ed.)*. Routledge.
- Beghetto, R. A., & Kaufman, J. C. (2014). Classroom Contexts for Creativity. *High Ability Studies*, 25(1), 53–69. <https://doi.org/10.1080/13598139.2014.904173>
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of*

The 4th International Conference on Language, Literature and their Teaching 2025

- Educational Objectives: The Classification of Educational Goals*. Handbook I: Cognitive domain. Longmans.
- Broadbent, J., & Poon, W. L. (2015). Self-Regulated Learning Strategies and Academic Achievement in Online Higher Education: A Systematic Review. *The Internet and Higher Education*, 27, 1–13. <https://doi.org/10.1016/j.iheduc.2015.04.007>
- Bruner, J. S. (1966). *Toward a Theory of Instruction*. Harvard University Press.
- Brown, H. D. (2009). *Principles of Language Learning and Teaching (5th ed.)*. Pearson Education.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. *Springer Science & Business Media*.
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.)*. Teachers College Press.
- Guilford, J. P. (1967). *The nature of Human Intelligence*. McGraw-Hill.
- Holec, H. (1981). *Autonomy and Foreign Language Learning*. Pergamon.
- Kim, K. H. (2011). The Creativity Crisis: the Decrease in Creative Thinking Scores on the Torrance Tests of Creative Thinking. *Creativity Research Journal*, 23(4), 285–295. <https://doi.org/10.1080/10400419.2011.627805>
- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>
- Lubart, T. I. (2000). Models of the Creative Process: Past, Present and Future. *Creativity Research Journal*, 13(3-4), 295–308. https://doi.org/10.1207/S15326934CRJ1334_07
- Pintrich, P. R. (2000). *The Role of Goal Orientation in Self-Regulated Learning*. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press.
- Runco, M. A. (2007). *Creativity: Theories and Themes: Research, Development, and Practice*. Elsevier Academic Press.
- Sari, D. P. (2022). Pengembangan Berpikir Kreatif Siswa melalui Metode Pembelajaran Kontekstual. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 145–159. <https://doi.org/10.24832/jpbsi.v11i2.678>
- Sternberg, R. J. (2006). The Nature of Creativity. *Creativity Research Journal*, 18(1), 87–98. https://doi.org/10.1207/s15326934crj1801_10
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2
- Zimmerman, B. J., & Schunk, D. H. (2011). *Self-regulated Learning and Academic Achievement: Theoretical Perspectives*. Routledge.