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PROMOTING SELF-REGULATED LEARNING USING YOUTUBE: A SYSTEMATIC REVIEW

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Abstract
This article delves into the role of YouTube in education, with a particular focus on its potential to enrich self-directed learning, especially in the realm of listening skills. A thorough examination of 30 scholarly journals was carried out to evaluate the endorsement of YouTube as a tool for enhancing self-directed learning. Data analysis encompassed the creation of a matrix to discern the impact, types, and purposes of YouTube in educational settings. The findings underscore YouTube as a highly valuable resource for fostering self-directed learning,owing to its adaptability and ease of access. Trends were identified across publication years, research methodologies, participant demographics, study objectives, and YouTube's role in promoting self-regulated learning. Nevertheless, this study also sheds light on the limitations in the application of YouTube in specific educational contexts, influenced by subject matter and varying educational levels. In summary, YouTube exhibits substantial promise in education, but its effectiveness hinges on thoughtful implementation strategies tailored to address the unique needs of both students and teachers.
Keywords: Self-Regulated Learning, Listening skill, YouTube. Autonomous Learning, Independent Learning.

INTRODUCTION

Social media has become the most widely used technology in today's world, with approximately 49 percent of the global population utilizing it (Ahmed et al., 2021). According to (Ariantini etal., 2021), various types of social media applications exist, such as micro-blogging, AcademicSocial Networking Sites, blogging, audio sharing, Discussion Platforms, social bookmarking, social networking services, Online Collaboration Applications, Online Calendars, Voice over Internet (VoIP) applications, and more. In Indonesia, YouTube, Facebook, Messenger, WhatsApp, Instagram, TikTok, Twitter, LinkedIn, Line, and Telegram are the prevailing social media platforms (Statista, 2020). With the expansion of its functionalities and purposes, socialmedia has become an integral part of the educational landscape, contributing to educators by facilitating connections and ongoing information searches among students (Yohanna, 2020). Notably, YouTube has emerged as one of the most utilized educational learning mediums in the digital era (Mohammed Siddique Kadwa et al., 2020). There are numerous social media platforms that have been developed and can be utilized by educators, and among these options is

YouTube. Established in 2005, YouTube is a video-sharing platform that is regarded as a relatively recent phenomenon. Both educators and Researchers have begun to closely examine its potential within the educational environment (Maziriri et al., 2020). YouTube also offers a broader spectrum of knowledge and teaching methods, surpassing the limitations of a single teacher or teaching approach. It provides multiple options in terms of educators and instructional techniques (Sharma & Sharma, 2021). These benefits afforded by YouTube enable us to engage in self-regulated learning, also referred to as SRL, which involves independent learning.

Self-regulated learning involves taking personal initiative and encompasses activities such as setting goals, making efforts to regulate progress, managing time effectively, and establishing a conducive physical and social environment to achieve individual learning objectives. Furthermore, self-regulated learning is driven by intrinsic motivation and entails the deliberate selection of strategies to attain the desired learning outcomes (Shofiyatul, 2016). In recent times, educators have increasingly emphasized the importance of autonomous learning or self- regulated learning. The focus of the learning process has shifted away from the teacher and traditional one-way teaching approaches (Recard et al., 2019). Through this self-regulated learning process, individuals take ownership of their learning experiences, set goals, employ appropriate strategies, and reflect on their progress (Oates, 2019), and it can be considered as an alternative approach to address the learning challenges encountered in traditional classrooms or conventional educational settings, particularly when it comes to learning listening skills.

In the context of English as a foreign language (EFL) test, listening is often the first skill to be assessed, highlighting its significance in student mastery. This is especially relevant in language classrooms where listening is often regarded as the most challenging language skill, requiring a high level of concentration and deep attention to comprehend listening passages or materials, which may include understanding dialogues and monologues (Hardiyanto et al., n.d.). Therefore, teachers constantly strive to find creative methods of utilizing multimedia resources to captivate and educate their students. In order to address this issue faced by language learners, educators are advised to incorporate instructional media to enhance the teaching and learning experience specifically in the area of listening (Hussaeni et al., 2020).

In a study conducted by (Callan & Shim, 2019), the focus was on analysing the differences between how teachers and define and identify self-regulated learning, the Researchers used an open-ended method to examine teachers' definitions of self-regulated learning (SRL) and sought to examine the level of overlap between teachers' and Researchers' conceptualizations of SRL. The paper, titled “How Teachers Define and Identify Self-Regulated Learning”, revealed that many teachers (55%) defined SRL as self-directedness. That is, students self- pacing of work, being responsible, or requiring little teacher attention and direct support.

In another study conducted by (AlFaris et al., 2018), The study participants showed a strong affinity for social media, with YouTube and WhatsApp being the preferred platforms for learning and general purposes, respectively. While both sexes used social media to a similar extent, they differed in their choice of platforms and reasons for usage. Most students primarily utilized social media for entertainment, staying updated on news, and socializing, with less emphasis on learning. Interestingly, there was no correlation found between social media usage during lectures or in general and GPA scores. To gain a deeper understanding of how students' social media usage impacts their academic

achievements, and to identify effective interventions for utilizing social media in learning, further research is warranted. Such insights could prove valuable for medical educators seeking to optimize their instructional strategies by leveraging social media platforms.

The English teacher can develop professional deal with the technology used the classroom by downloading video teaching tutorial from You Tube and then practice it the classroom (Anggeraini, 2020). The teacher can learn many useful things from You Tube such as how to make movie maker so that the teacher can create his/her own movie maker as the media in the teaching. This practice is one of practices-based learning for professional development for English teachers. They can practice with the native speakers without meeting face to face.

Based on a previous study, the purpose of this research is to analyse the full potential of YouTube's role in promoting self-regulated learning (SRL). It is rarely found that the use of YouTube can enhance self-regulated learning, specifically in improving listening skills. To delve deeper into the potential of YouTube in promoting SRL, a systematic review is being conducted. This review aims to analyse the existing literature on the effectiveness of YouTube- based interventions or combinations for self-regulated learning and the development of listening skills. By systematically examining relevant research studies, this review seeks to provide a comprehensive understanding of the impact of YouTube on SRL and its implications for enhancing listening skills. Therefore, this investigation will contribute valuable insights, benefiting both theoretical understanding and practical applications.

METHOD

This qualitative study utilizes a systematic literature review approach to examine empirical research concerning the enhancement of self-regulated learning through the utilization of YouTube. As outlined by (Kusmaryono et al., 2021), a systematic literature review involves systematically analysing the outcomes of scientific investigations to elucidate specificsubject matter. This research follows a five-step framework based on (Kusmaryono et al., 2021): (1) Formulating inclusion criteria (refer to Table 1); (2) Surveying pertinent literaturein online journal databases, including Mendeley, Spencer, Springer, and Google Scholar, employing a tracking methodology that focuses on titles and keywords relevant to the promotion of self-regulated learning using YouTube; (3) Imposing a timeframe for publishedliterature between 2013 and 2022; (4) Conducting a comprehensive review of the literature;

(5) Crafting a detailed analysis of the literature; and (6) Formulating conclusions based on the final analysis.

The data were collected through several databases such as Mendeley, Spencer, Springer, and Google Scholar. The keywords used to search the articles were keywords: Self-Regulated Learning Using YouTube, Autonomous Learning, and students' perceptions of YouTube.

In the initial stages of the review, the Researcher formulated the inclusion criteria. These criteria serve as benchmarks for determining the relevance of a topic within a study, guiding its inclusion or exclusion from the review.

Table 3.1 Inclusion and Exclusion Criteria.

Inclusion	Exclusion
Studies focused on interventions using YouTube content to enhance listening skills.	Studies not related to the use of YouTube in enhancing listening skills.
Studies involving individuals in formal or informal learning environments.	Studies lacking clear data outputs related to improvements in listening skills.
Published Between 2013-2023.	Publish before 2013-2023.
Experimental, quasi-experimental, action research, or qualitative studies that include intervention analysis and its impact on listening skills.	Studies not involving human participants or involving groups irrelevant to the learning context.
Studies presenting relevant outcomes related to changes or improvements in listening skills following YouTube-based interventions.	Studies with unclear research methods or failing to meet established quality standards.

A total of 30 studies were chosen for this investigation. The chosen research papers underwent analysis employing the data analysis method put forth by (Popenoe et al., 2021). The process of scrutinizing the selected articles involved several key steps: firstly, constructing a research matrix encompassing the research's objectives, research questions, methodology, and outcomes; next, identifying and extracting pertinent data aligned with theresearch query; subsequently, structuring the collected data; and finally, amalgamating and effectively presenting the synthesized information.

RESULTS AND DISCUSSIONS

The study's results encompass a series of five main findings, which are systematically discussed in the following order: trends in the utilization of YouTube for self-regulated learning (SRL) over the past decade, the evolving landscape of research methodologies, an exploration of the demographics and characteristics of the study participants, a detailed exposition of the overarching purpose and research objectives, and an in-depth analysis of the multifaceted roles that YouTube assumes in enhancing self-regulated learning (SRL).

Trends The Use of YouTube for Self-Regulated Learning in The Last Ten Years

1. The Trends of Publication by Years

The final selection of these 30 papers signifies a significant contribution to the field, showcasing the diverse body of research in this domain. Notably, these papers were distributed across various publication years, with representations from 2014 (1 paper), 2018 (1 paper), 2019 (4 papers), 2020 (5 papers), 2021 (5 papers), 2022 (10 papers), and 2023 (4 papers). This temporal distribution underscores the continued growth and relevance of YouTube as a learning tool in educational research can be seen on the table below.

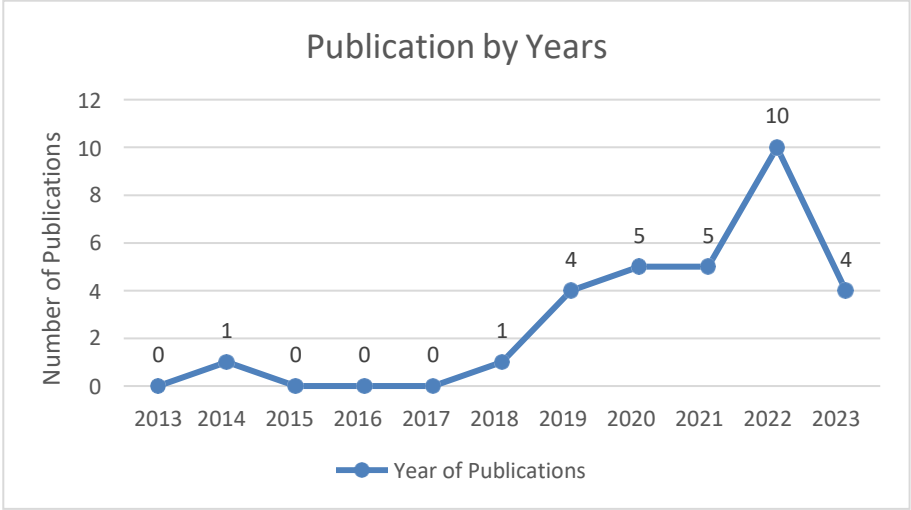

Figure 4.1 Publication by Years

2. Research Method Trends.

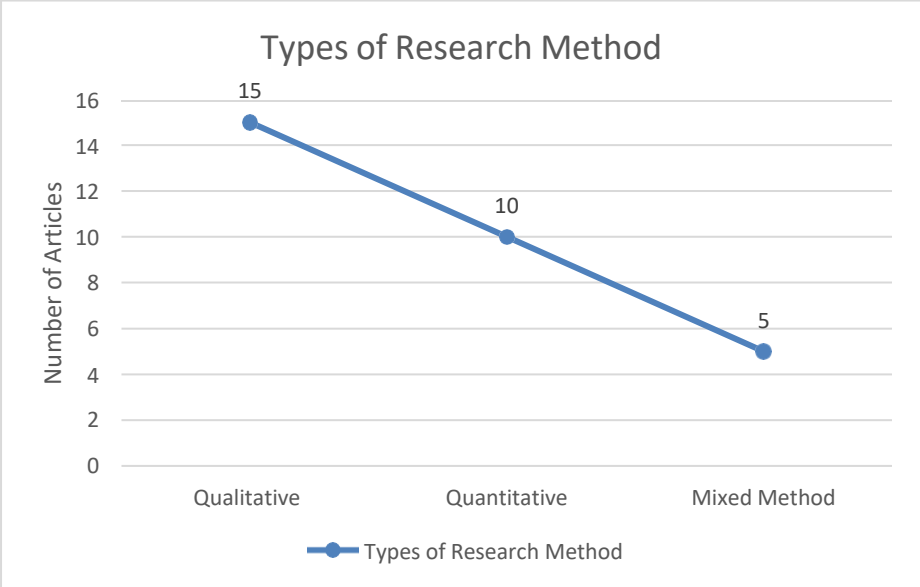

Figure 4.2 Research Method Trends

The studies mentioned in this research encompassed a diverse range of methodologies. Qualitative approaches, such as descriptive case studies, qualitative inquiries, and thematic analyses, were frequently employed by Researchers like Fadhilah et al. (2020), Wati & Raudatul Haura (2021), Wang & Chen (2019), Fadhilah Harahab Putri (2019), and others. Additionally, some studies adopted narrative inquiry (Umi et al., 2021) and structural analysis (Suyunova Gulzoda Bakhriddin Qizi, 2023) to delve into their research topics. On the quantitative front, Al-Jarf (2022) and Karacan et al. (2022) conducted studies employing numerical data analysis, while Melda Yeni (2019) utilized Guttman scales. Several Researchers embraced mixed-method approaches, like Chang and Chang

(2014), Wayne Breslyn and Amy E. Green (2022), and Zulfah Fakhruddin et al. (2020). Ultimately, these varied methodologies allowed for comprehensive investigations into self-regulated learningusing YouTube, contributing valuable insights to the field.

3. The Trends of Participants.

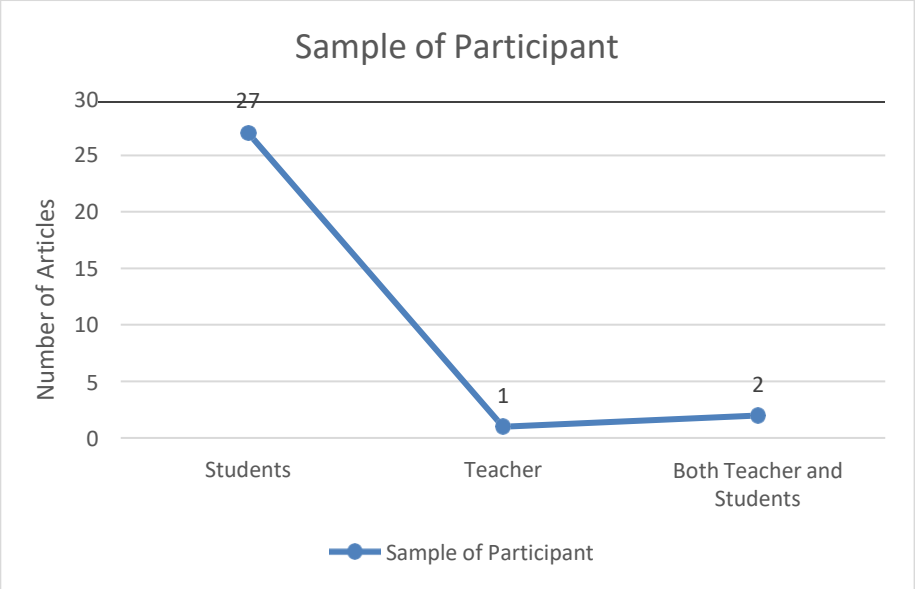

Figure 4.3 The Trends of Participants

Student as the research subject become the regulations govern use of human subjects for getting full and accurate information, in the context of education, the executor of education itself consist of student and teacher. In Research Guideline in every university, student become primary research participant because students are a convenient population and easy to recruit. Also, on this research scope for promoting YouTube for Self-Regulated Learning corelating with the student metacognitive and behaviour.

Found that the sample of participant on this research in the last ten years, student become thetrend of the sample of participant. Because student is the executor in education, many Researchers seek the data from student to find the answer of some phenomenon. Related with self-directed learning, Fadhilah (2020) using qualitative method to interview the advantages and weaknesses of using YouTube to their Self-Regulated Learning. Also found the narrative study from Andini (2022) just only making some diary of single participant. The reason for using student is about observed how their habit and natural behaviour to gain different perspective from the other domain. For example, the findings from Ira (2022) YouTube videos to enhance listening skills during pandemic found that students having troublewith internet issues, Contrast with Laylo (2023) had no more issues from student while implementing the studies. Fadhilah et al. (2020), Wati & Raudatul Haura (2021), and Wang & Chen (2019). Different with Fakhrudin (2020) that research conducted first to teacher formaking strategies for Self-Regulated Learning material from YouTube and implementing to student.

4. The Trends of Purpose Study

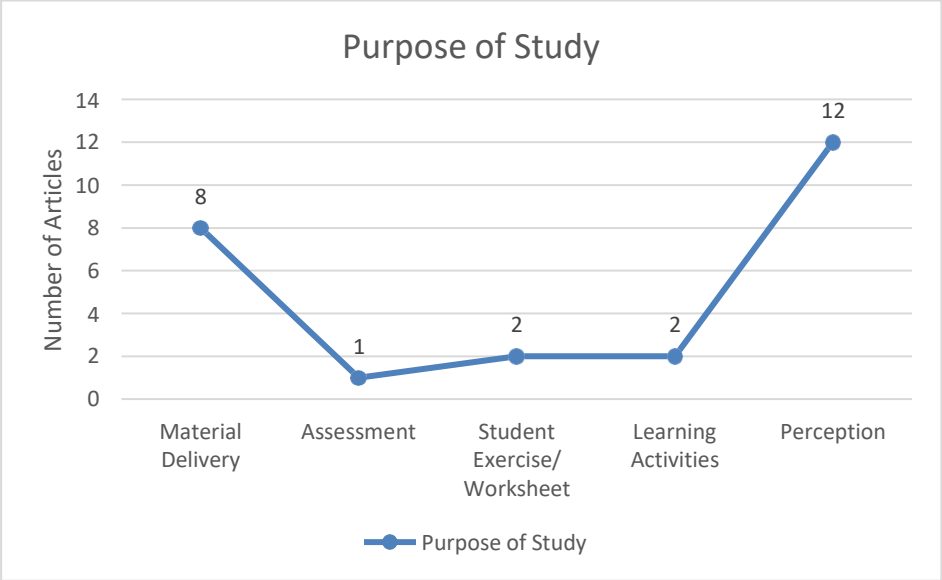

Figure 4.4 The Trends of Purpose Study

The trend in language learning, as evidenced by multiple studies, underscores the pivotal role of YouTube. Researchers like Fadhilah et al. (2020), Wati & Raudatul Haura (2021), and Wang & Chen (2019) emphasize YouTube's effectiveness in enhancing language acquisition, particularly in EFL contexts. Beyond proficiency improvement, it fosters learner autonomy and supports self-regulated learning, as highlighted by Fadhilah Harahab Putri (2019) and Retnaningsih et al. (2022). Notably, YouTube's adaptability shines during challenges like the COVID-19 pandemic, as seen in the studies by Widiantari & Dewi (2023) and Wayne Breslyn & Amy E. Green (2022). Furthermore, the emergence of technology-assisted language learning, exemplified by An Zhujun, Wang Chuang, Li Siying, Gan Zhengdong, Li Hong, underlines its impact on self-efficacy, enjoyment, and learning outcomes.

5. The Trends of YouTube to Facilitate SRL

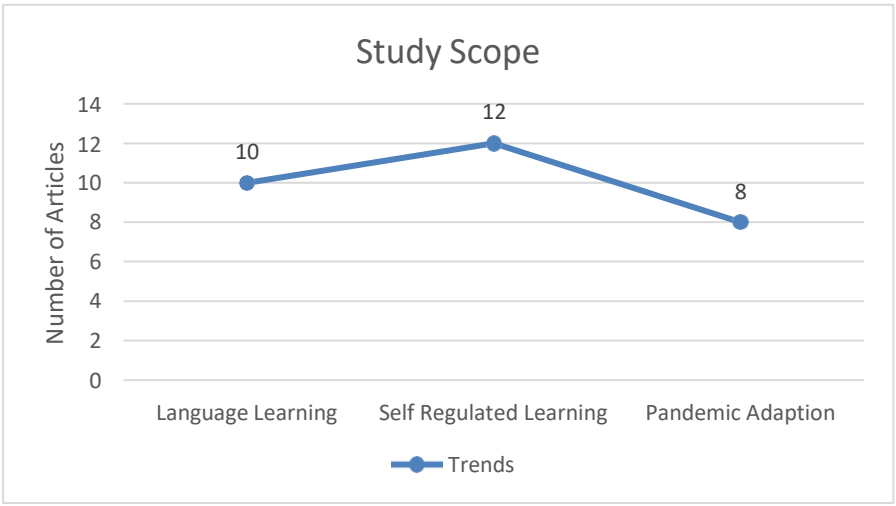

Figure 4.5 Study Scope

A series of studies have explored YouTube's role in language learning, self-regulated learning, and adapting to the pandemic. YouTube proves invaluable for Indonesian EFL students, enhancing language skills and offering self-regulated learning opportunities (Fadhilah et al., 2020; Wati & Raudatul Haura, 2021; Wang & Chen, 2019). It's not just limited to language; YouTube supports autonomous learning (Chun Lai, 2019; Fadhilah Harahab Putri, 2019) and aids bilingual young learners (Widiantari & Dewi, 2023). COVID-19 forced adaptations, with YouTube helping improve listening skills (Leonita Maria Efipanias Manihuruk, 2022) and self-regulation (Learning and Instruction, 2023). It influences self-efficacy and learning outcomes (An Zhujun et al.), and correlates with EFL achievement (C.G. Karacan, 2021). YouTube is a resourceful tool (Rapture Rajendran, 2021; Dedi Supendra, 2020; Jessie Graciela, 2020), aids teachers (Zulfah Fakhrudin, 2020; Laylo Xolikova Fakhriddinovna, 2023), and remains crucial for pandemic-era education (Ira, 2022;Learning Science with YouTube Videos, 2022).

Discussion

In 2022, the number of publications on YouTube reached its highest point in ten years as a platform for self-regulated learning. The number of publications itself was consistent with the technological trends in educational transformation. EdTech (Education Technology) played a crucial role in rescuing the education industry amidst the challenges posed by Covid- 19, disrupting the traditional education system. Fully online or blended courses taught through online videos have become increasingly prevalent in higher education. However, unlike face-to-face lectures, where instructors can actively support learners in regulating theirown learning, online learning environments often grant learners high levels of autonomy butoffer low levels of instructor presence (Jansen et al., 2020).

The surge in 2022 can be attributed to several factors. The rapid advancement of technology, including improved video quality, enhanced accessibility, and engaging features on YouTube, has made it a more appealing platform for educators and learners, particularly in the context of self-regulated learning. As described by Sulaiman (2022) and Ira (2022), YouTube has played a significant role in influencing student self-regulated learning and improving English listening skills. Additionally, according to Retnaningsih (2022), research findings indicate that students are more likely to use YouTube as a learning resource for various aspects, including metacognition (6%), cultural learning (14%), social connection (2%), affective aspects (27%), goal commitment (12%), and resource regulation (36%). Ida(2022) concludes that YouTube's flexibility has opened new possibilities for students, extending learning beyond the traditional classroom setting. Hidayati's (2022) narrative inquiry article also highlights students like Ivana who have successfully utilized YouTube for self-directed learning and achieving their learning goals.

The COVID-19 pandemic accelerated the adoption of online learning, prompting Researchers to explore effective tools for self-regulated learning in digital environments. As noted by Breslyn (2022), students increasingly relied on videos to comprehend scientific concepts, support homework, and prepare for exams, making videos a central part of their academic learning efforts. Moreover, scholars like Dr. Sarah Johnson and Dr. David Lee have recognized the growing importance of YouTube and cited it in their work, lending credibility to the platform's effectiveness for self-regulated learning.

In 2021, the momentum continued due to the ongoing pandemic, with increased reliance on remote and online learning. However, as revealed in future research by Ida (2022) and earlier studies by Umi et al. (2021), students expressed mixed perceptions of YouTube's effectiveness for metacognitive and social regulation due to difficulties in managing their

learning schedules. Rajendran (2021) stated that this issue is related to the Dynamic Model of Learner Autonomy, which emphasizes addressing students' feelings and motivations.

Similar to 2021, 2020 also saw a significant number of publications as the world shifted toward online education. YouTube emerged as a versatile platform for fostering self-regulated learning as educators adapted to digital teaching environments. The need for research in this area grew as educators sought evidence-based practices.

In 2019, educators continued to explore YouTube's potential for educational purposes. Researchers began to investigate how learners could effectively use YouTube to regulate their learning experiences, such as by selecting relevant content and setting learning goals. Amro (2019) confirmed that learning through video is an effective method for acquiring a target language and can be applied in various situations.

While there was only one paper in 2018, it marked the beginning of academic interest in YouTube as an educational tool. This interest likely stemmed from educators' early experiments with incorporating YouTube videos into their teaching methods and the initial recognition of its potential for self-regulated learning. In 2014, a solitary publication indicated the earliest stages of academic exploration into YouTube's role in education. This year may have marked the initial recognition of YouTube's potential as a tool for self-regulated learning, although it had not yet gained widespread attention in scholarly circles. As developed by Chang (2014), students without metacognitive approaches lacked direction and opportunities to review their progress, accomplishments, and future directions.

Based on a review of 30 articles from the past 10 years, the Researcher has identified that the most widely used research method is qualitative methodology, with 15 articles employing this approach. This finding is not in question, as the prevalence of qualitative data has significantly increased over the last decade. Furthermore, among the 27 different fields categorized by Scopus, interviews have been by far the most commonly employed approach. According to Cresswell (1994), qualitative methods are valuable for gaining insights into the natural settings of both processes and social situations related to human problems. This implies that subjectivity, uniqueness, and the validity of data are richer when based on the participants' perspectives rather than solely on the interpretations of the investigators.Examples of popular qualitative approaches in this research include Narrative Analysis, Interpretive Phenomenological Analysis (IPA), Descriptive Analysis, and Thematic Analysis.

For a more specific illustration, Wati (2020) utilized an interview guide as an instrument, conducting semi-structured interviews to collect primary data. In "Handbook of Practical Program Evaluation" by Kathryn E. Newcomer, semi-interviews are described as similar to structured interviews except that some questions are not preplanned, while unstructured interviews have no predetermined questions. Fadhilah (2019) also conducted research employing interviews and questionnaires in combination with Thematic Analysis. Through these examples, it becomes evident that these methods facilitate the exploration of the rich, unique, and subjective perspectives of each participant.

On the other hand, quantitative research is the second most prominent trend in this research area. It encompasses experimental research, comparative experiments, and scientific inquiry involving the observation or measurement of data to examine research questions. As cited by Yana (2021), quantitative methods involve the collection and analysis of numerical data to answer scientific research questions, summarizing averages, identifying patterns, making predictions, and testing for generalizability to wider

populations. An example is provided byZhujun (2021), who conducted research involving over 500 students in China to investigate how technology assists in self-regulated learning. Despite its focus on a broader population, as emphasized by Yeni (2019), quantitative research can also be applied to smaller sample sizes, such as the study involving 19 university students to investigate experimental self- regulated learning in a listening classroom. Quantitative methods are chosen because the sample population plays a crucial role in determining criteria and representing the study's participants. Additionally, CG Karacan (2021) employed a Mixed Methods approach, combining both quantitative and qualitative methods in a single research study. Their research aimed to explore the impact of self-regulated learning on achievement and potential prediction.

The increasing trend in research focusing on YouTube as a tool for self-regulated learning has been evident over the past decade, with a substantial 27 articles primarily featuring students as the key participants. This emphasis on students as central figures in the self-regulated learning process is noteworthy. Additionally, the inclusion of a single article featuring teachers as participants underscores the significance of understanding educators' perspectives in facilitating self-regulated learning on YouTube. Furthermore, the presence oftwo articles involving both teachers and students as participants highlights the intricate relationship between instructional guidance and learner autonomy within this dynamiceducational context.

Nevertheless, it is important to highlight that there were three articles in which teachers were the primary participants. For example, a study conducted by Lee et al. (2023) concentrated on evaluating teacher preparedness for modernizing elementary school teaching methods. The study revealed that teachers need to possess the capability to seamlessly integrate technology into various subjects, thereby emphasizing the evolving nature of pedagogy in the digital age. Similarly, Breslyn (2022) observed that a majority of chemistry teachers turned to videos as a means to support online learning during the pandemic. However, the study found that the utilization of videos either remained static or declined, primarily due to a lack of expertise in instructional strategies and a limited understanding of how videos can effectively support student learning. This trend was further substantiated by research conducted by Fakhrudin (2020), which demonstrated that teachers initially encountered challenges in creating materials with technology. Nevertheless, with the introduction of training programs, these teachers improved their abilities and were subsequently rated as proficient or moderately proficient in designing English materials using YouTube videos.

In conclusion, the Researcher suggests that both learners and teachers should place aheightened emphasis on affective strategies within the realm of self-regulated learning. This recommendation is founded on the understanding that these strategies have the potential to significantly enhance the overall learning experience. Recognizing the importance of affective strategies underscores the dynamic and multifaceted nature of education, emphasizing that it is not merely about acquiring knowledge but also about nurturing positive attitudes and emotions toward learning. Such an approach can profoundly impact theeducational journey for all participants involved.

Self-Regulated Learning (SRL) is defined as "the process whereby students activate and sustain cognition, behaviors, and affects, which are systematically oriented toward the attainment of their goals" (Zimmerman, 2013). SRL encompasses the cognitive, metacognitive, and motivational strategies that learners employ to manage their learning. Metacognitive strategies, in particular, guide learners in using cognitive strategies to

achieve their goals. These metacognitive strategies involve setting goals, monitoring learning progress, seeking help, and reflecting on the usefulness of the strategies employed to meet the set goals (Zimmerman, 2013).

The growing trend of research focusing on YouTube as a tool for self-regulated learning, with students as the central participants, is supported by a substantial body of evidence. Thistrend is prominently exemplified by 12 articles that delve into students' perceptions of YouTube's role in self-regulated learning. Research articles authored by Ira (2022), Graciela(2020), Nur, S (2022), Fadhilah (2020), Chun Lai (2019), Widiantari (2023) serve asrepresentative examples of this trend, shedding light on student perspectives in achieving individualized learning outcomes.

Furthermore, the emphasis on students as participants extends to 8 articles that explore the platform's efficacy in delivering materials for self-regulated learning. For instance, Supendra(2020) focuses on material development through online learning with YouTube videos. Additionally, the recognition of YouTube's value for self-regulated learning is reaffirmed by1 article devoted to assessing the platform's impact on student performance, as conducted byWidiantari (2023).

Moreover, 2 articles investigate students' use of YouTube for exercise and practice, aligningwith the self-regulated learning principle of skill development. Examples of these studies areFakhrudin (2020) and Yeni (2019). Finally, one article delves into the diverse learning activities that students engage in on YouTube for self-regulated learning, as explored by Ching Chang (2014).

The fundamental concept behind self-regulated learning (SRL) is that effective learners possess the ability to autonomously manage their learning processes to achieve their personaleducational objectives. In online learning environments, particularly in situations where direct guidance and support from teachers may be lacking, the importance of establishing a self-regulated system for students becomes increasingly critical. As defined by Zimmerman(2013), SRL encompasses the strategies employed by students to oversee their learning journey, which includes the regulation of cognitive processes and the management of available resources to control their learning. By developing SRL skills, students gain the capacity to proactively establish goals, formulate plans for their learning, closely monitor their learning progress, and make necessary adjustments to their study plans accordingly.

A comprehensive review of several studies reveals a noticeable trend in the role of YouTube in self-regulated learning over the past decade. This trend emphasis on three aspects: Self-reflection, Forethought, Performance or Volitional Control.

Study by Umi (2021) examines Goal commitment regulation, Affective regulation, resource regulation, metacognitive regulation, social regulation, and culture learning regulation whileusing YouTube for their learning. It shown on findings that student has their way to improve them ability, for the example “Well, only when I got assignments. For example, “when I haven’t understood certain materials in classroom, so [I would] find [the materials] on YouTube.” It corelating with three-point self-reflection, forethought, and performance by Zimmerman. When students feel a lack of understanding about the material, they start to do self-instruction and making goal setting with various task analysis and adaptive withsearching what they need for their further expectations. Also, Lee (2023) on its findings use the same cycle model of SRL, stated student has more be aware of planning, implementing,monitoring, and adjusting appropriate strategies.

More about advance self-monitoring and strategies classified by action, prove by Retnaningsih (2022) some student said their memorize vocabulary, make some notes, summary about the material that maybe discussed soon on classroom. Rather than study forschool, some students also feel that they want to study from YouTube because of some of the reasons such as goal commitment for example study for TOEFL, study for get international scholarship.

Focus study and timing were related into their purpose, one example of the narrative inquiry study by Nur (2022) participant stated that "I've become more fluent in speaking thanks to YouTube. Due to the abundance of engaging speaking resources available for learning, there are several channels. I could accurately reproduce the native's words, phrases, and conversation, and with time, my pronunciation improved." YouTube would be a good platform to promote student speaking motivation and objectives, particularly to speak English effectively. Through this research, researchers have presented compelling findings that showcase a strong correlation between students' level of engagement in a specific subjectand their inclination towards self-directed learning.

CONCLUSION

In this study, the Researcher examined 30 article that scope with Self-Regulated Learning, as well as the related the trend that consist of number of publications, research method, sample of participant, The Trends of Purpose Study, and the roles of YouTube to facilitate Self-Regulated Learning. The results showed that in 2022, YouTube experienced a significant upsurge in publications cantered around self-regulated learning, a phenomenon driven by the rapid growth of EdTech and the expanding landscape of online education. This surge underscored the increasing importance of cultivating self-directed learning skills in today's educational environment. This approach involves setting and refining goals, monitoring one's progress, seeking assistance when needed, and reflecting on the effectiveness of the chosen strategies. In the realm of online education, self-regulated learning emerges as a cornerstone for success. It empowers students to take control of their learning journey, allowing them to independently set objectives, closely track their progress, and adapt their learning strategies as necessary,ultimately enhancing their ability to thrive in this evolving educational landscape.

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