

AN EXPLORATION OF JOURNALING ACTIVITIES AS A SELF-REGULATED LEARNING STRATEGY AMONG HIGH-ACHIEVING STUDENTS

Indah Nurfadila^{1*}, Anne Hafina Adiwinata², Idat Muqodas³

^{1,2,3}Psikologi Pendidikan, Sekolah Pascasarjana, Universitas Pendidikan Indonesia
Bandung, Indonesia

Authors' email:

¹nurfadila.indah2@upi.edu; ²annehafina@upi.edu; ³idatmuqodas@upi.edu

*Corresponding author:

nurfadila.indah2@upi.edu

Abstract. *High-achieving students' ability to self-regulate their learning is often a primary factor in managing dense academic workloads. While journaling is increasingly recognized as a reflective tool, its role in operationalizing Self-Regulated Learning (SRL) among high-achieving students remains under-explored. This study explores how high-achieving students interpret journaling as a strategic mechanism for SRL. Using an Interpretative Phenomenological Analysis (IPA) design, three high-achieving students at Universitas Pendidikan Indonesia who routinely engage in journaling were interviewed in depth. Data were analyzed using IPA principles, with a three-phase self-regulated learning framework serving as the theoretical lens. Findings demonstrate that journaling serves as a multidimensional medium enabling participants to navigate the three phases of SRL: forethought (setting targets and learning strategies), performance (providing self-instruction to mitigate procrastination), and self-reflection (processing positive emotions and conducting decision-making risk analysis). This study offers empirical insights into journaling as an actionable SRL strategy and suggests that future research expand to broader student populations to capture more diverse interpretations.*

Keywords: *High-achieving students; Interpretative Phenomenological Analysis; Journaling Activities; Self-Regulated Learning*

1. INTRODUCTION

The term "high-achieving student" is often associated with individuals with various awards, both academic and non-academic, as well as a perfect Cumulative Grade Point Average (GPA). This aligns with the definition that high-achieving students demonstrate competence in various achievements, both academic and non-academic (Ministry of Education, Culture, Research, and Technology, 2024). Another characteristic of high-achieving students is often shown through good self-regulation skills. According to (McCoach & Siegle, 2001), self-regulation is one of the consistent factors that can cause low academic achievement in students with high intellectual ability. This statement is also supported by (Arisanti & Hakim, 2019; Fadilah et al., 2021), stating that students with good self-regulation tend to have the ability to improve their academic learning achievement.

Like other students in general, high-achieving students also face a heavy course load with assignments, organizations, competitions, and other activities that support achievement in the university environment. However, the dynamics of high-achieving students often show a different condition, where they can direct these demands through optimal self-regulation skills (Din & Masykur, 2016). An individual's ability to manage, direct, and actively engage in the independent learning process is defined as self-regulation in learning (Self-Regulated Learning). Zimmerman (2016) proposed this concept as a process in which individuals act as active participants, both metacognitively, motivationally, and behaviorally, in their own learning process. The idea of self-regulated learning also involves self-monitoring and self-direction to achieve specific learning goals. High-achieving students who apply self-regulated learning can independently observe their learning process, reflect on it, and regulate their efforts when faced with failure (Anthony et al., 2020b).

Efforts to improve self-regulation in high-achieving students can be done in various ways, including setting a regular daily schedule, establishing clear goals and targets, planning study schedules well, and using learning techniques and media that are appropriate to the goals to avoid academic procrastination, which can lead to low self-regulation in learning (Haru et al., 2023). One alternative that high-achieving students can use to improve self-regulation in learning is journaling activities. The concept of journaling was first introduced by (Pennebaker, 2003) as the activity of writing in a journal aimed at expressing an individual's ideas, feelings, and experiences through writing. Furthermore, journaling is also defined by (Allan et al., 2013) as a medium that helps individuals engage actively and discover ideas, elaborate on them, and express arguments through their writing.

Research conducted by (Jamaludin et al., 2025) found that the use of journaling among students over a period of 3 weeks showed quite good development, where students were able to write down their targets and learning outcomes, which reduced academic procrastination. The use of journaling is also oriented toward students' ability to continuously evaluate themselves through setting plans and learning targets to optimize subsequent tasks (Dwitami & Kusumalestari, 2023).

Although previous studies have highlighted the impact of journaling on students, the application of journaling activities for high-achieving students as a self-regulation strategy in learning still requires further exploration. The ability of high-achieving students to manage time and set learning targets often demonstrates positive dynamics for other students. Therefore, this study aims to explore in depth the phenomenon of implementing journaling activities among high-achieving students as a self-regulation strategy in their learning. The results of this study are expected to provide a new perspective on journaling as a medium for setting targets, monitoring learning tasks, and evaluating the learning process carried out by students.

2. LITERATURE REVIEW

2.1 High-Achieving Students

High-achieving students are students who demonstrate competence in various achievements, both academic and non-academic. Furthermore, they are considered high-achieving students if they can provide contributions and commitment, and possess social, emotional, and spiritual intelligence (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024). According to (Universitas Pendidikan Indonesia, 2024), high-achieving students are defined as individuals who excel in both academic and non-academic fields. High-achieving students are individuals with a positive personality and can serve as role models for other students, thereby contributing positively to society.

Characteristics of high-achieving students include having good emotional intelligence. Emotional Intelligence is the ability of an individual to be aware of and recognize their own emotions, manage emotions, navigate emotions to self-motivate, recognize the emotions of others, and build relationships with other individuals (Goleman, 1996). Another characteristic is that high-achieving students possess grit (perseverance). According to (Duckworth, 2016), grit is a combination of passion and perseverance to achieve long-term goals. Passion in an individual is not interpreted as an obsession with something, but rather as a consistent attitude toward the main goal to be achieved over a long period of time. In addition, good self-efficacy in high-achieving students influences how they make decisions, the effort they need to exert, and their ability to endure and be resilient in the face of obstacles and failures (Bandura, 1994).

2.2 Self-Regulated Learning

The concept of self-regulated learning is defined by (Zimmerman, 2016) as a process in which individuals act as active participants, both metacognitively, motivationally, and behaviorally, in their own learning process. More specifically, being active metacognitively means that students can self-regulate, plan, set goals, organize, self-monitor, and evaluate the learning process. In terms of motivation, students demonstrate high self-confidence, self-efficacy, and interest in the given tasks. Meanwhile, being active behaviorally in learning means

that students have the freedom to choose, structure, and create an environment that can help them optimize learning. Students actively seek advice and information, and obtain places that can support the learning process. The idea of SRL is further reinforced by (Anthonysamy et al., 2020a) as an ongoing process that involves aspects of self-monitoring and self-directing to achieve specific learning goals.

The phases of SRL, according to (Zimmerman, 2016), are divided into 3 phases: the forethought phase, the performance phase, and the self-reflection phase. The forethought phase is the initial stage of the self-regulated learning process, which involves aspects of goal setting and learning strategies, as well as motivational beliefs and self-efficacy. After individuals go through the forethought phase, the next phase is the performance phase, which is the process of directly implementing self-regulated learning behaviors. Aspects in this phase include self-instruction and self-monitoring. The final phase is self-reflection, in which individuals conduct self-evaluation and provide responses that lead to their ability to make adaptive decisions.

2.3 The Concept of Journaling

Journaling is the process by which individuals express thoughts, feelings, and perceptions through writing. This statement aligns with (Yinger & Clark, 1981), who state that the focus of journaling is to explore thoughts, feelings, and reflection in individuals. According to (Pennebaker, 2003), journaling is the activity of writing in a journal aimed at expressing a person's ideas, feelings, or experiences through writing. Furthermore, (Allan et al., 2013) define journaling as a method that can be used in education as a technique in reflective practice. According to them, journaling requires individuals to engage actively and be able to discover ideas, elaborate on them, and express arguments through their writing.

Journaling activities are increasingly used in educational settings. From a cognitive perspective, the act of writing is a process that involves the creation of an autonomous cognitive object. This means that writing will produce a mental product in the form of thinking processes or ideas that can be independently accessed by the writer (Grabowski, 2007). At the cognitive level, writing requires us to organize experiences into a sequence, giving individuals the opportunity to examine cause and effect and to form a coherent story (Newman, 2020). The involvement of cognitive processes during journaling then provides various emotional, psychological, and reflective benefits for individuals. The benefits of journaling include enhancing personal development, self-confidence, fostering self-awareness, managing emotions, coping strategies, resilience, helping individuals to think critically, problem-solving, and improving psychological well-being (Hiemstra, 2001).

2.4 Cognitive Processes in Journaling Activities

Journaling activities are not merely viewed as a simple writing process. (Flower & Hayes, 1981) explained that writing involves active cognitive processes and is not just a linear sequence from beginning to end. This means that writing activity is not only understood as a process consisting of pre-writing, writing, and revision stages, but cognitively, writing demonstrates activities that can be carried out repeatedly and simultaneously. Other cognitive involvement in the writing process is shown through the individual's engagement when faced with complex cognitive decisions, such as constructing sentences, choosing appropriate diction, and adjusting the content to what is desired. Individuals also need to involve long-term memory to organize and retrieve relevant information to give it meaning.

The cognitive process in writing also involves working memory, which serves as a mental workspace to help individuals organize, plan, monitor, and evaluate when ideas and thoughts are to be put into written form. According to (Klein & Boscolo, 2016), writing is not only understood as a general ability but also as a productive activity that helps individuals think. All writing activities that involve cognitive processes depend on working memory, which manages various tasks such as searching for ideas, constructing sentences, organizing grammar, and writing goals. Journal writing activities enable individuals to externalize the contents of working

memory to reduce cognitive load by writing ideas into physical note texts. The cognitive process involved in writing is not merely a way to offload the mental burden; rather, it is a process of planning, monitoring, and evaluation that enables individuals to discover and form entirely new insights.

3. RESEARCH METHODS

The researcher used a qualitative approach with an Interpretative Phenomenological Analysis (IPA) design. In terms of its purpose, this design was chosen to gain an in-depth understanding of the meaning of journaling activities as an SRL strategy among high-achieving students. This statement refers to (Smith et al., 2021), where this design emphasizes an idiographic commitment aimed at understanding individuals in making personal meaning of their experiences. The participants in this study involved two high-achieving students at Universitas Pendidikan Indonesia who regularly use journaling as a self-regulation strategy in learning. The selection of participants used a purposive sampling technique with criteria adjusted to the focus of the study. In line with (Creswell, 2013), purposive sampling in qualitative research aims to gain an understanding related to the research problem in question and the phenomenon being studied.

Data were collected through in-depth semi-structured interviews to obtain relevant results from participants. The interview guide was developed with reference to the stages of Self-Regulated Learning proposed by (Zimmerman, 2016). Data analysis used Interpretative Phenomenological Analysis (IPA) with procedures from (Smith et al., 2021), which include stages of reading and re-reading, generating initial codes, and then grouping them based on relevant themes. After the themes were determined, the researcher conducted a cross-case analysis to identify similarities and differences in the meaning of journaling activities as an SRL strategy among

The credibility test in this study used member checking, where this process was carried out by reconfirming with each respondent through interview transcripts to ensure that the research findings corresponded with their actual experiences during journaling.

This study also upholds the ethics and confidentiality of participants by using pseudonyms to respect the participants' right to privacy and comfort during the research process. Informed consent was obtained from both participants before conducting the interviews. The journal notes made by participants were not included in this study to respect the participants' decision.

4. RESULTS AND DISCUSSION

4.1 Data Collection Process

Data collection in this study was conducted over a period of one month (in May 2026) through in-depth semi-structured interviews with two high-achieving and active students at Universitas Pendidikan Indonesia. The interviews were conducted separately via a Zoom meeting with Participant 1 (65 minutes) and face-to-face with Participant 2 (30 minutes). The interview results were recorded using a voice recorder and then transcribed verbatim. The total interview transcript amounted to 26 pages as material for further analysis. 2 The findings in this study describe the use of journaling activities among high-achieving students at Universitas Pendidikan Indonesia. There were two participants involved in this study with the following characteristics:

Table 1. Characteristics of Participant

Karakteristik Mahasiswa Berprestasi	Partisipan 1 (ZJ)	Partisipan 2 (SO)
IPK/ Semester	3, 87/ Semester 4	3, 74/ Semester 6
Aktivitas dan Organisasi	a. Student Executive Board (BEM) at the University level b. Campus Da'wah Institution (LDK)	a. Teacher at semi-formal institution b. HIMA PGSD c. Student Enviromental Press

Perolehan Prestasi	a. Scientific Paper b. National-level Essay c. Quiz Competition d. National-level Creative Video	a. National-level Microteaching
Pemanfaatan <i>Journaling</i>	a. Routinely doing journaling since high school until now b. Media for setting daily, long-term targets and learning strategies c. Using journaling as an instrument to increase motivation d. Monitoring learning evaluation	a. Routinely using journaling since high school, starting with random writing b. Media for recording daily targets (to-do list) to monitor tasks and activities c. Media for positive affirmations d. Media for analyzing personal strengths and weaknesses

The participants in this study met the sample criteria used in accordance with the focus of the research. Although both participants have been routinely using journaling for a long time, the use of journal notes in the domain of self-regulated learning showed different inputs. Participant 1 tended to use journaling as a medium of self-regulation to create structured and comprehensive future targets. Participant 2 demonstrated the use of journaling in a more dynamic way and focused on daily learning strategies and targets with a near-term time frame.

4.2 The Use of Journaling as a Self-Regulation Strategy in Learning among High-Achieving Students

This study is based on the theory of self-regulated learning proposed by Zimmerman, which includes 3 implementation stages: the planning phase, the self-monitoring phase, and the self-evaluation phase. The results of this study show that both respondents applied journaling comprehensively through the 3 proposed stages.

a) Forethought Phase: The Habit of Setting Targets and Learning Strategies

The forethought phase refers to (Zimmerman, 2016), where this phase is the initial stage of the self-regulated learning process. This phase includes goal setting and strategic planning and involves motivational beliefs and self-efficacy. The research findings show that both respondents indicated that journaling activities facilitated strong self-regulation in the planning phase.

Table 2. Forethought Phase through Journaling

Planning Phase	Participant 1 (ZJ)	Participant 2 (SO)
Goal setting and learning strategies	a. Setting long-term targets during college b. Writing down each goal as manifestation to achieve specific targets	a. Making daily targets to avoid procrastination b. Establishing to-do list and checklist in learning
Motivational beliefs and self-efficacy	a. Writing affirmation as a form of self-acceptance to foster motivational beliefs	a. Writing affirmation as a form of motivation to stay

		focused on the targets to be achieved
--	--	---------------------------------------

Source: (Interview, 2026)

The ability of high-achieving students to structure, plan, and monitor daily targets and strategies facilitates them to regulate learning independently. Research conducted by (Panggayuh, 2017) explains that students' ability to have awareness and regulation of independent thinking processes has a positive impact on learning outcomes. The researcher concluded that students' ability to develop adaptive learning strategies can encourage students to become more effective and responsible independent learners.

Journaling activities in Participant 1 showed that giving positive affirmations to themselves encouraged them to always maintain their motivation. The interview results from Participant 1 stated: "In journaling, I often do that, like 'you will be happy today, you are beautiful, powerful,' like that." Positive affirmations originating from oneself or others have a very large influence on maintaining students' learning motivation (Rahman & Hidayat, 2025).

In line with Participant 2, journaling activities became a space for her to maintain her learning motivation, which impacted her ability to stay focused on achieving her goals. Based on the interview statement from Participant 2: "When I have a dream or goal, I just focus on my own goal. I also like to write motivations in my journal as affirmations to myself so that I can finish my assignments." As explained by McClelland in (Nabila, 2025), individuals who believe they can achieve goals also consistently maintain motivation to keep achieving, which helps them complete assigned tasks optimally.

b) Performance Phase: Self-Monitoring through Journaling

After high-achieving students plan various targets and goals through the forethought phase, the preparation of plans and targets involves a process of self-monitoring and self-control through self-instruction during the learning process (Zimmerman, 2016). This phase involves their ability to manage emotions and behavioral stability, which impacts academic and non-academic abilities. The results of the study on Participants 1 and 2 show that journaling became a medium for them to carry out instruction, emotional control, and self-monitoring.

Table 3. Performance Phase through Journaling

Performance Phase	Participant 1 (ZJ)	Participant 2 (SO)
Self-instruction and emotional control in learning	a. Instruction to control fear b. Instruction in completing tasks and responsibilities c. Transforming negative emotions into a positive perspective d. Self-instruction through positive affirmations	a. Using creative journaling to control boredom in learning b. Instruction to recognize personal potential
Self-monitoring	e. Media for monitoring independent learning methods and style f. Media for monitoring the learning process and overall self-growth	c. Reminder of tasks and daily targets through the written journal list

Source: (Interview, 2026)

When high-achieving students apply journaling in the planning phase to develop targets and strategies, this ability then helps them increase awareness to achieve those targets through self-instruction. Participant 1 used journaling to control feelings of fear during the learning process. The interview results stated: “After I wrote about my fears, oh it turns out that was just a fear that I had; in reality it wasn’t like that. So from journaling I got courage from somewhere, suddenly there were positive thoughts.” Through journaling, the participant was then able to recognize personal emotions that could affect the learning process if not directed well. An individual’s ability to regulate emotions will make it easier for them to design more adaptive coping strategies during the learning process (Parker et al., 2017).

Participant 2, on the other hand, used journaling to give herself instructions to avoid procrastination, which would then reduce motivation. As she expressed: “So when I’m being lazy, I tell myself ‘come on, you have to achieve the target you wrote down.’ I also like to monitor my learning behavior through the to-do list in my journal.” Journaling activities also enabled both respondents to monitor the learning process comprehensively through different approaches. Participant 1 used journaling to monitor independent learning methods and self-growth processes, while Participant 2 used journaling specifically to monitor tasks and daily targets.

The success of Participants 1 and 2 in being able to regulate themselves and their emotions during the learning process shows that journaling is not just a writing activity, but also helps them to continuously externalize information from working memory to reduce cognitive load through writing poured into physical note texts (Klein & Boscolo, 2016).

c) Self-Reflection Phase: Evaluating Success and Failure through Journaling

The ability of high-achieving students to develop and monitor learning targets and strategies will then reach the self-reflection phase. Aspects in this phase, according to (Zimmerman, 2016) concept, include students’ ability to assess personal performance outcomes and their ability to respond to success and failure in the learning process. The results of interviews conducted by the researcher with Participants 1 and 2 found that journaling activities facilitated their ability to conduct self-assessment and self-reaction, and to make adaptive decisions.

Table 4. Self-Reflection Phase through Journaling

Self-Reflection Phase	Participant 1 (ZJ)	Participant 2 (SO)
Self-assessment and self-reaction	a. Providing a new perspective in interpreting success and failure positively b. Menas of assessing emotional conditions c. Evaluation of established learning strategies d. Ability to reduce social comparison to achieve self-acceptance	a. Reflection on failure as a form of self-resilience b. Use of positive affirmation as self-reaction to keep growing c. Learning evaluation through SWOT analysis d. Evaluation of learning strategies to improve the next target
Adaptive decision making	e. Self-acceptance of the consequences of choices made f. Independent decision making g. Helps self-understanding	e. Reduction of cognitive load through written expression f. Fostering clarity regarding solutions through journaling

Source: (Interview, 2026)

The journaling activity carried out by Participant 1 helped her interpret failure from a different perspective. This was proven through the interview quote: "I really wanted to be the head of the UKM, but it didn't work out. I wrote about it in my journaling, 'I was diligent in meetings.' and then I started to think, oh this ambition of mine has negative aspects; maybe Allah didn't allow me to be the head. From that I realized, oh from this note, I became aware." Participant 1's ability to become aware of her feelings shows that self-assessment through journaling helps her always to be kind to herself even when faced with less-than-ideal conditions. Self-regulation ability in high-achieving students through journaling then directs them to self-compassion. Research conducted by (Reyes, 2012) found that self-compassion plays a role in creating positive responses, where individuals learn from failure so they have the motivation to try again. Similarly, Participant 2 stated that re-reading journal notes helped her accept failure through positive affirmations written in the journal. "When I fail and reread my journal writing, it's okay if I fail there; there are still many other paths that can be taken, so I go back to those affirmations." Rereading journal notes helps them objectively increase self-awareness (Wicklund, 1975), encouraging them to evaluate previous experiences so they can continue to grow and remain open to criticism and suggestions that help shape them into better versions of themselves. The ability of high-achieving students to continuously evaluate themselves facilitates a comprehensive process of self-acceptance. Journaling is not only interpreted as a space for them to evaluate various negative emotions, but also fosters positive emotions to increase resilience. In line with research conducted by (Ross et al., 2022), which states that journaling activities focused on positive emotions, such as gratitude, have a significant impact on students. The research results show that writing journals with a focus on positive emotions is beneficial in improving students' academic resilience.

CONCLUSION

Contribution to Knowledge

This study contributes to the use of journaling activities as an alternative that students can use to plan, structure, monitor, and evaluate learning strategies and targets, thereby helping students achieve their desired learning goals. The findings of this study show that journaling activities conducted with high-achieving students contribute to the development of self-regulated learning theory, as evidenced by the role of journaling activities as an intervention medium for high-achieving students. This study describes the contribution of journaling into three self-regulation phases: 1) the planning phase, where journaling is interpreted as a medium that helps them to develop and plan learning strategies, both short-term and long-term, in order to maintain motivation consistently; 2) the monitoring phase, as a space for self-instruction and monitoring the learning process to reduce academic procrastination; and 3) the self-evaluation phase, where journaling is interpreted as a means of positive emotional exploration for high-achieving students and adaptive decision making. This study is expected to promote journaling activities as an alternative medium for students to achieve learning goals.

Limitations of the Study

This study is limited to high-achieving students with a small and limited number of participants. This provides an opportunity for future research to test the application of journaling activities using a quantitative approach with a larger scale. The researcher's limitation in accessing the journal notes of high-achieving students was due to the need to respect the participants' personal privacy, so that the data obtained was only from in-depth interviews.

REFERENCES

- Allan, B. A., Steger, M. F., & Shin, J. Y. (2013). Thanks? Gratitude and well-being over the Thanksgiving holiday among college students. *Journal of Positive Psychology*, 8(2), 91–102. <https://doi.org/10.1080/17439760.2013.776623>
- Anthonyamy, L., Koo, A. C., & Hew, S. H. (2020a). *Self-regulated learning strategies in higher education* :

Fostering digital literacy for sustainable lifelong learning.

- Anthonyamy, L., Koo, A. C., & Hew, S. H. (2020b). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 25(4), 2393–2414.
- Arisanti, D. A., & Hakim, L. (2019). Pengaruh Efikasi Diri, Regulasi Diri dan Kebiasaan Belajar terhadap Hasil Belajar Akuntansi Biaya Mahasiswa Prodi Pendidikan Akuntansi Universitas Negeri Surabaya. *Jurnal Pendidikan Akuntansi*, 7(3), 378–382.
- Bandura, A. (1994). Self-Efficacy. In *Encyclopedia of human behavior* (pp. 71–81). Academic Press.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed., Vol. 17). Vicki Knight.
- Din, R. M. G. P., & Masykur, A. M. (2016). Dinamika Psikologis Mahasiswa Berprestasi: Studi Kualitatif Deskriptif. *Jurnal Empati*, 5(1), 50–54.
- Duckworth, A. (2016). *GRIT: The Power of Passion and Perseverance*. Scribner/ Simon & Schuter.
- Dwitami, T. H., & Kusumalestari, R. R. (2023). Makna journaling bagi generasi Z. *Bandung Conference Series: Journalism*, 3(2), 188–194.
- Fadilah, A. N., Tayeb, T., Nur, F., Suharti, & Sriyanti, A. (2021). Pengaruh Kemandirian Belajar dan Regulasi Diri terhadap Prestasi Belajar Mahasiswa. *Jurnal Ilmiah Pendidikan Matematika*, 6(1), 100–115.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition & Communication*, 32(4), 365–387.
- Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. *Learning*, 24(6), 49–50.
- Grabowski, J. (2007). The Writing Superiority Effect in the Verbal Recall of Knowledge: Sources and Determinants. In *Writing and Cognition: Research and Applications* (pp. 165–179). Emerald.
- Haru, E., Den, F., & Marlina, J. (2023). Upaya meningkatkan regulasi diri pada mahasiswa. *Jurnal Alternatif: Wacana Interkultural Vol*, 12(2), 143.
- Hiemstra, R. (2001). Uses and benefits of journal writing. In *New Directions for Adult and Continuing Education* (Vol. 2001, Issue 90, pp. 19–26). <https://doi.org/10.1002/ace.17>
- Jamaludin, M., Safitri, L. N., & Alfath, R. N. M. (2025). Pengaruh Self Regulated Learning terhadap Prokrastinasi Mahasiswa UIN Malang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(2), 331–341.
- Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2024). *Pedoman Pemilihan Mahasiswa Berprestasi Program Sarjana Tahun 2024*. <https://pusatprestasinasional.kemendikdasmen.go.id>
- Klein, P. D., & Boscolo, P. (2016). Trends in research on writing as a learning activity. *Journal of Writing Research*, 7(3), 311–350.
- McCoach, D. B., & Siegle, D. (2001). Why try? Factors that differentiate underachieving gifted pupils from high achieving gifted pupils. *Annual Meeting of the American Educational Research Association, Seattle, WA.* (ERIC Document No. 454678).
- Nabila, N. I. (2025). *Dinamika Motivasi Berprestasi Akademik Individu dengan Pola Asuh Otoriter: Studi Kualitatif pada Mahasiswa Psikologi UIN Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Newman, K. (2020). How journaling can help you in hard times. *Greater Good*.
- Panggayuh, V. (2017). Pengaruh Kemampuan Metakognitif terhadap Prestasi Akademik Mahasiswa pada Mata Kuliah Pemrograman Dasar. *JUPI (Jurnal Ilmiah Penelitian Dan Pembelajaran Informatika)*, 2(1), 20–25.
- Parker, J. D. A., Saklofske, D. H., & Keefer, K. V. (2017). Giftedness and academic success in college and university: Why emotional intelligence matters. *Gifted Education International*, 33(2), 183–194.
- Pennebaker, J. W. (2003). The Social, Linguistic, and Health Consequences of Emotional Disclosure. In *Social Psychological Foundations of Health and Illness*. Blackwell Publishing Ltd.
- Rahman, S. A., & Hidayat, T. (2025). Penerapan Afirmasi Positif pada Sarjana Penghafal Qur'an dalam Membangun Motivasi Belajar. *Al-Muhith: Jurnal Ilmu Al-Qur'an Dan Hadits*, 4(1), 19–30.
- Reyes, D. (2012). Self-Compassion: A Concept Analysis. *Journal of Holistic Nursing*, 30(2), 81–89. <https://doi.org/10.1177/0898010111423421>
- Ross, H. O., Hasanah, M., Roidah, W., Raisatunnisa, R., Russandari, S. M. N., Hanifah, A., & Qudsyi, H. (2022). A Quasi-Experimental Study of Gratitude Journaling on Students' Academic Resilience. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(1), 102–113. <https://doi.org/10.33394/jk.v8i1.4704>
- Smith, J. A., Larkin, M., & Flowers, P. (2021). *Interpretative phenomenological analysis: Theory, method and research*.
- Universitas Pendidikan Indonesia. (2024). *Arti Mahasiswa Berprestasi: Lebih dari Sekedar Nilai Tinggi*.

**The Sixth International Conference on Innovation in Social Sciences
Education and Engineering (ICoISSEE-6)**
Bandung, Indonesia, July 25, 2026

- Universitas Pendidikan Indonesia. <https://dit-mawa.upi.edu/arti-mahasiswa-berprestasi-lebih-dari-sekedar-nilai-tinggi/>
- Wicklund, R. A. (1975). Objective self-awareness. In *Advances in experimental social psychology* (Vol. 8, pp. 233–275). Elsevier.
- Yinger, R. J., & Clark, C. M. (1981). *Reflective Journal Writing: Theory and Practice*.
- Zimmerman, B. J. (2016). Self-Regulated Learning and Academic Achievement : An Overview Self-Regulated Learning and Academic Achievement : An Overview. *Educational Pssychologist*, 1520, 3–17. <https://doi.org/10.1207/s15326985ep2501>