

IMPLEMENTATION OF *SELF-REGULATED LEARNING* IN INCREASING STUDENT INDEPENDENCE IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SMK SYAIFUL JAMIL BLEGA BANGKALAN

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Abstract

The implementation of Self-Regulated Learning (SRL) at SMK Syaiful Jamil Blega Bangkalan is applied as a learning method that aims to increase student learning independence, especially in Islamic Religious Education subjects. SRL helps students optimize their cognitive potential through the stages of metacognitive, motivational, and behavioral regulation. However, initial research shows that some students still lack confidence in mastering the material due to low self-awareness, learning motivation, and thinking skills. This is reflected in a less conducive learning atmosphere, failure to complete assignments, and negative behavior in class. Supporting factors for SRL include good lesson plans, prior knowledge provided by teachers, and adequate facilities and infrastructure. The obstacles faced include the lack of student handbooks, unsupportive environment, lack of parental control, and student behavior such as laziness and skipping class. Nevertheless, the implementation of SRL has a positive impact on students' learning independence, such as the ability to organize study schedules, set goals, take responsibility, solve problems, and seek information independently without relying on others. Thus, the emphasis on SRL implementation is expected to form more independent and effective students in the learning process.

Keywords: Self-regulated learning, Islamic Education, Independence

Abstrak

Implementasi Self -Regulated Learning (SRL) di SMK Syaiful Jamil Blega Bangkalan diterapkan sebagai metode pembelajaran yang bertujuan meningkatkan kemandirian belajar siswa, khususnya dalam mata pelajaran Pendidikan Agama Islam. SRL membantu siswa mengoptimalkan potensi kognitif mereka melalui tahapan pengaturan metakognitif, motivasi, dan perilaku. Namun, penelitian awal menunjukkan bahwa sebagian siswa masih kurang percaya diri dalam menguasai materi akibat rendahnya kesadaran diri, motivasi belajar, dan keterampilan berpikir. Hal ini tercermin dari suasana belajar yang kurang kondusif, ketidakmaksimalan dalam menyelesaikan tugas, serta perilaku negatif di kelas. Faktor pendukung SRL meliputi RPP yang baik, pengetahuan awal yang diberikan guru, serta sarana dan prasarana yang memadai. Kendala yang dihadapi antara lain kurangnya buku pegangan siswa, lingkungan yang kurang mendukung, minimnya kontrol orang tua, serta perilaku siswa seperti malas dan bolos. Meski demikian, penerapan SRL berdampak positif pada kemandirian belajar siswa, seperti kemampuan mengatur jadwal belajar, menetapkan tujuan, bertanggung jawab, memecahkan masalah, dan mencari informasi secara mandiri tanpa bergantung

pada orang lain. Dengan demikian, penekanan pada implementasi SRL diharapkan dapat membentuk siswa yang lebih mandiri dan efektif dalam proses pembelajaran.

Kata Kunci: *Self-regulated learning, Pendidikan Islam, Kemandirian*

INTRODUCTION

Teaching and learning activities are the most important activities in education. To be able to know whether or not the educational objectives are achieved depends on how the learning process is experienced by students. Learning is very important because by learning, increasing students' potential can be achieved and can increase the maturity of thinking, being able to prepare themselves in facing various challenges of life. Learning is a process of effort made by a person to obtain new changes in behavior as a whole, as a result of his own experience in interacting with the environment. Learning will be optimally successful if done with full independence. Independence is a form of attitude towards objects where individuals have independence that is not affected by others. According to Steinberg, learning independence is the ability of individuals to make decisions independently, behave as desired, and be responsible for the behavior they do (Farhan dkk., 2019). Learning independence is a trait and ability possessed by students to carry out active learning activities, which are driven by the motive to master a competency that has been possessed. Students can be said to have learning independence if they have their own will to learn, can solve problems in the learning process, can take responsibility in the learning process, and students have confidence in every learning process (Al-Fraihat dkk., 2020).

Based on data from observations and interviews in the field when conducting initial research, it is known that there is a lack of self-confidence possessed by students in their ability to master lessons. This is due to not realizing their ability and potential in thinking, as well as having low motivation. This is evidenced by the unconduciveness that occurs when the learning process takes place, not maximizing in doing assignments. This situation triggers a lack of active role in the learning process, bad behavior such as skipping class during class hours, violating the rules set by the school, and sometimes not respecting the teacher, even though the teacher has made efforts to develop students' *self-regulation* in learning Islamic religious education at SMK Syaiful Jamil Blega Bangkalan. Thus, the independence of student learning at SMK Syaiful Jamil continues to be emphasized by teachers as a form of strategy for maturing students' cognitive potential. Such as students' emotional independence which is the ability of individuals to manage their emotions. In this dimension, the majority of students at SMK Syaiful Jamil are quite high as evidenced by the number of students in the school library before and after breaks. It is also part of the teacher's strategy to increase student literacy by enriching knowledge so as not to depend on classroom learning. In addition, students' behavioral independence is an individual's capacity to make choices and decide decisions without having to be coerced by others. In the dimension of behavioral independence, students have high behavioral independence as seen from students who are proactive in class when asking questions about the material provided and often students still go to the teacher to discuss

lessons outside of class hours. Value independence is a person's ability to resist pressure to follow other people's demands about beliefs in the value field. In this dimension, the average student still has low-value independence, as seen from students who are still too lazy to complete notebooks if they miss the lesson material and are late in collecting assignments.

From the phenomenon seen above, it can be concluded that SMK Syaiful Jamil is very concerned about the independence of student learning in the learning process in the classroom and outside the classroom, of course, it needs to be emphasized to students to achieve educational goals and be able to achieve satisfactory academic achievement and the learning process can run smoothly. One of the theories that influence learning independence is *self-regulated learning*. This theory can influence improving and controlling students' thoughts, feelings, and behavior to achieve a goal independently. This goal can mean academic goals or socioemotional goals (controlling anger and learning to get along with peers). Departing from these factors, the researcher wants to focus on *self-regulated learning* and learning independence. Because to achieve learning independence, students must have *self-regulated learning*. The influence of *self-regulated learning* is very important in starting, maintaining, and carrying out the learning process, supporting the completion of tasks in such a way that learning goals are achieved, and evaluating learning outcomes.

METHOD

The research on the Implementation of Self-Regulated Learning in Increasing Student Independence in Islamic Religious Education Learning at SMK Syaiful Jamil Blega Bangkalan employs a qualitative descriptive research method. This method is suitable for understanding phenomena in their natural setting and provides a detailed description of the implementation process, supporting factors, inhibiting factors, and the resulting impacts (Juniatmoko, 2019). Data collection techniques include observation, interviews, and documentation. The observation technique allows the researcher to directly witness and record the learning activities that reflect self-regulated learning (SRL) practices, such as how students set goals, monitor progress, and evaluate their learning outcomes (Barlian, 2018). Interviews are conducted with teachers, students, and possibly parents to gain in-depth insights into their perceptions, experiences, and challenges related to SRL implementation. Documentation, such as lesson plans (RPP), student assignments, and attendance records, provides additional data to support the findings.

The collected data are analyzed using qualitative descriptive analysis techniques. This process involves data reduction, where unnecessary information is filtered out, and key data are selected for analysis. Data presentation follows, where information is organized into clear categories related to SRL implementation stages, supporting factors, and challenges faced. Finally, conclusions are drawn by interpreting patterns and relationships within the data to answer the research questions. This method allows the researcher to explore the practical application of SRL in Islamic Religious Education classes, identify what supports or hinders its success, and assess its impact on student independence. By

focusing on real-life classroom dynamics, this approach provides a comprehensive understanding of how SRL fosters student autonomy and what adjustments might be needed to improve its effectiveness at SMK Syaiful Jamil Blega Bangkalan.

RESULTS AND DISCUSSION

Research on the implementation of Self-Regulated Learning (SRL) in improving students' learning independence in Islamic Religious Education (PAI) subjects at SMK Syaiful Jamil Blega Bangkalan produced several important findings. These findings include how SRL is implemented, the supporting and inhibiting factors of its implementation, and its impact on students' learning independence. The findings were obtained through observation, interview, and documentation methods which were analyzed descriptively and qualitatively.

Implementation of Self-Regulated Learning in Islamic Religious Education Learning

Based on the results of observations and interviews with Islamic Education teachers and students, the implementation of SRL in Syaiful Jamil Blega Bangkalan Vocational School takes place in three main stages: metacognitive regulation, motivation, and behavior.

- a. **Metacognitive Regulation:** At this stage, the teacher acts as a facilitator who helps students plan, organize, and evaluate their learning process. The teacher provides initial guidance on learning objectives and encourages students to develop their learning plans. Students are invited to keep a diary that includes what was learned, the difficulties encountered, and the strategies used to overcome these problems. Observation shows that while some students are enthusiastic about developing their study plans, others still need further guidance.
- b. **Motivation:** Teachers also instill internal motivation in students by explaining the importance of PAI material in daily life. Through this method, students are encouraged to have clear learning goals and feel responsible for their achievements. In interviews, some students stated that they started to feel more motivated to learn because they felt they were given trust and freedom in organizing their learning. However, students with low motivation still need extra encouragement from the teacher.
- c. **Behavioral Arrangement:** This stage involves students in organizing their learning environment, arranging study schedules, and seeking additional learning resources independently. Documentation shows that some students start to look for additional references such as books in the library and online resources. However, some students still show inconsistent study habits, such as delaying assignments or not attending class fully.

Supporting Factors for Self-Regulated Learning Implementation

In the implementation of SRL, several supporting factors play an important role.

- a. **Good Learning Implementation Plan (RPP):** PAI teachers have developed lesson plans that include learning strategies that encourage students to learn independently. These lesson plans are designed by considering students' needs and providing space for individualized learning arrangements.

- b. Students' Prior Knowledge: Some students already have a prior understanding of the basic concepts in PAI lessons. This makes it easier for them to develop a more independent learning process when given the freedom to organize their learning.
- c. School Facilities and Infrastructure: Facilities such as libraries, conducive classrooms, and access to online learning resources support the implementation of SRL. These facilities provide opportunities for students to explore information and learn independently outside of class hours.

Inhibiting Factors of Self-Regulated Learning Implementation

Despite the supporting factors, this research also found some obstacles in the implementation of SRL at SMK Syaiful Jamil Blega Bangkalan.

- a. Lack of Student Handbooks: One of the significant barriers is the limited handbooks available. Some students have difficulty learning independently because they do not have adequate references. This causes them to depend on the teacher's explanation in class.
- b. Learning Environment: The school and family environment is not yet fully supportive of independent learning habits. In the family environment, the lack of parental attention to children's learning development makes students less motivated to learn independently. At school, the learning atmosphere that is sometimes not conducive is also an obstacle.
- c. Lack of Parental Control: The interview results show that most students lack supervision from parents regarding the learning process at home. As a result, students often postpone assignments and do not adhere to the study schedule that has been made.
- d. Self Factors: Some students have a lazy and undisciplined attitude towards the learning process. The habit of skipping classes and postponing work behavior are the main obstacles to the implementation of SRL. This shows that strengthening the character of discipline and responsibility still needs to be improved.

The Impact of Self-Regulated Learning on Students' Learning Independence

Despite the challenges, the implementation of SRL has had a positive impact on students' learning independence. Some of the impacts found include:

- a. Ability to Organize Study Schedule: Students began to show the ability to organize and follow their study schedule. Some students managed to divide their time between studying, doing assignments, and other activities better.
- b. Setting Learning Goals: Students became more aware of their learning goals. They start to set learning targets and try to achieve them with their strategies.
- c. Responsibility and Discipline: SRL helps students to feel more responsible for their tasks. Students who used to postpone assignments started to show improvement in completing assignments on time.
- d. Problem Solving Ability: With SRL, students are encouraged to solve learning problems independently before asking the teacher for help. Some students reported that they began to look for solutions on their own when having difficulty understanding the material.

- e. Seeking Information Independently: Students are getting used to seeking additional information beyond the material provided by the teacher. They use the library, and the internet, and discuss with friends to enrich their understanding.

Discussion of Research Findings

The successful implementation of Self-Regulated Learning (SRL) in Pendidikan Agama Islam (PAI) at SMK Syaiful Jamil Blega Bangkalan holds promising potential for shaping students into independent learners. Through the structured stages of metacognitive, motivational, and behavioral regulation, students gradually develop skills necessary for learning autonomously. Nevertheless, to maximize the effectiveness of SRL, consistent support from multiple stakeholders teachers, schools, and families is crucial. This support network creates a holistic ecosystem that nurtures and reinforces self-regulation practices among students.

Teachers play a pivotal role in the implementation of SRL. Their role extends beyond merely delivering the curriculum; they act as facilitators, mentors, and role models for independent learning. In the context of PAI learning, teachers guide students in setting learning objectives, monitoring progress, and reflecting on their learning outcomes. During the research, it was observed that teachers who provided continuous encouragement and feedback significantly influenced students' ability to self-regulate their learning. Effective SRL instruction requires teachers to integrate strategies that promote metacognition, motivation, and self-directed behavior into their lesson plans. For example, teachers can ask students to create learning journals where they document their goals, challenges, and strategies for overcoming obstacles. This practice encourages students to think deeply about their learning processes and identify areas for improvement. Furthermore, according to Abulhul, (2021) teachers should provide constructive feedback that helps students recognize their strengths and weaknesses, fostering a growth mindset. Additionally, teachers can incorporate activities that promote collaborative learning, such as group discussions and peer feedback sessions. These activities help students develop social and communication skills, which are essential for self-regulated learning. However, it is important to balance collaborative activities with individual tasks to ensure that students develop independence alongside teamwork skills (Akbari & Sahibzada, 2020; Allen & Seaman, 2010).

The school environment plays a significant role in facilitating SRL. A supportive and resource-rich environment encourages students to engage in independent learning activities. At SMK Syaiful Jamil Blega Bangkalan, the availability of a library, internet access, and appropriate learning spaces provides students with opportunities to seek information and study independently. However, there are still areas that need improvement to enhance SRL implementation. One critical area is the availability of instructional materials such as student handbooks, textbooks, and digital resources. Many students reported difficulty in accessing relevant learning materials, which hindered their ability to study independently. To address this issue, the school should invest in additional resources and ensure that students have easy access to these materials. Providing digital

resources, such as e-books and online learning platforms, can also support students who prefer using technology in their learning process.

Furthermore, the school can create a culture of self-regulated learning by organizing workshops, seminars, and training sessions for both teachers and students. These sessions can focus on strategies for goal setting, time management, and self-assessment. By promoting SRL as a core value of the school, students are more likely to internalize these practices and apply them consistently in their learning activities. Parental involvement is another critical factor in the success of SRL (Anthonysamy dkk., 2020; Astitiani dkk., 2022). The research findings indicate that many students at SMK Syaiful Jamil Blega Bangkalan lack parental support and supervision, which affects their motivation and ability to self-regulate their learning. Parents play a crucial role in providing emotional support, setting expectations, and creating a conducive home environment for learning. Parents can support SRL by regularly checking on their children's progress, helping them set achievable goals, and encouraging them to reflect on their learning experiences. For instance, parents can discuss daily or weekly learning objectives with their children and help them develop strategies to achieve these goals. They can also create a quiet and organized study space at home where students can focus on their tasks without distractions.

Additionally, Carr dkk., (2020) explain schools can involve parents by conducting regular parent-teacher meetings, workshops, and communication channels to inform them about the importance of SRL and how they can support their children's learning journey. By fostering a strong partnership between parents and schools, students receive consistent support both at school and at home, which enhances their ability to become independent learners. Despite the benefits of SRL, several challenges must be addressed to ensure its successful implementation. One major challenge is the lack of student motivation. Many students struggle with low self-confidence and a lack of interest in learning, which hampers their ability to engage in self-regulated learning practices. To overcome this, teachers and parents need to work together to build students' intrinsic motivation by connecting learning activities to their interests, goals, and real-life experiences.

Another challenge is the inconsistency in student behavior, such as procrastination, skipping classes, and failing to complete assignments (Ananias dkk., 2024). This behavior often stems from a lack of discipline and poor time management skills. Teachers can help students develop these skills by teaching them how to create effective study schedules, set priorities, and break down tasks into manageable steps. Additionally, providing positive reinforcement and recognizing students' achievements can boost their confidence and encourage them to stay on track (Knobloch-Westerwick & Meng, 2011). The school environment also needs to be more supportive of SRL by minimizing disruptions and creating a positive learning atmosphere. This includes addressing issues such as classroom management, peer pressure, and distractions. Teachers should establish clear expectations for behavior and create a classroom culture that promotes respect, responsibility, and active participation (Alyadani dkk., 2024).

The implementation of SRL not only enhances academic achievement but also helps students develop essential life skills. These skills include independence, responsibility, critical thinking, and problem-solving. By learning to set goals, monitor progress, and reflect on their learning, students become more self-reliant and better equipped to face challenges both in school and in their personal lives. For example, students who practice SRL are more likely to take initiative, seek out resources, and persist through difficulties. They learn to analyze problems, generate solutions, and make informed decisions. These skills are invaluable in today's fast-paced and ever-changing world, where individuals must adapt and learn continuously to succeed.

Moreover, SRL fosters a sense of ownership and accountability in students. They become more aware of their learning processes and take responsibility for their successes and failures. This sense of ownership empowers students to become lifelong learners who are capable of setting and achieving their personal and professional goals. To sustain the benefits of SRL, it is important to integrate these practices into the broader school curriculum and culture. Teachers should consistently apply SRL strategies across different subjects, not just in PAI. This cross-curricular approach helps students generalize self-regulation skills and apply them in various learning contexts. Additionally, schools can establish peer mentoring programs where older students who have successfully adopted SRL practices can mentor younger students. This peer support system fosters a collaborative learning environment and reinforces the importance of self-regulation. Continuous professional development for teachers is also essential for sustaining SRL practices. Teachers need ongoing training and resources to effectively implement SRL strategies and adapt them to the needs of their students. By staying updated on best practices and innovative teaching methods, teachers can provide high-quality instruction that supports independent learning.

CONCLUSION

In conclusion, the implementation of *Self-Regulated Learning* in PAI learning at SMK Syaiful Jamil Blega Bangkalan has shown promising results in enhancing students' learning independence. The stages of metacognitive, motivational, and behavioral regulation have proven effective in helping students develop essential learning skills. However, the success of SRL depends on continuous support from teachers, schools, and parents. By addressing challenges and fostering a collaborative and supportive learning environment, SRL can become an integral part of the educational process, empowering students to become independent, responsible, and lifelong learners.

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