



Self-Regulation Skills in The Learning Climate of Traditional Muslim Schools in Indonesia

^{1,4} Mukni'ah^{1*}, Agus Fawait²

¹ Kiai Haji Achmad Siddiq State Islamic University, Jember, Indonesia

² At-Taqwa Islamic Institute, Bondowoso, Indonesia



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ABSTRACT

Objective: To develop learning in traditional Muslim schools, this research describes the conditions of learning that develop among traditional Muslim schools; this research aims to reveal, analyze, and find the main ideas of learning theory based on the self-regulation ability of traditional Muslim school students. **Method:** This research uses a qualitative approach, while this type of research is phenomenological. Determination of informants in this study using purposive sampling were selected as informants in this study were 15 students; in this case, students were interviewed using SRLIS. Data were collected through interviews, direct observation, diaries, video recordings, photography, and artifact analysis. **Results:** The results of this study show that students' self-regulation abilities in traditional Muslim schools are more group-based. They use the community to develop themselves; group self-regulation skills are dominant among traditional Muslim school students. **Novelty:** This research shows the self-regulation of traditional Muslim School Students as actors for themselves. The way they learn is through group self-regulation. So, what is new from this research is Group-Based Self-Regulation.

INTRODUCTION

Self-regulation in learning has been a topic of interest in recent years as it reflects the development of learners' behavior and thinking. It has been shown to enhance academic skills and abilities and increase students' self-confidence in social environment, behavior, and cognitive abilities. Self-regulation is a crucial skill for meeting the demands of modern education. Research has shown that self-regulation in learning enables individuals to take control of their learning process and develop cognitive, metacognitive, motivational, behavioral, and environmental processes that learners can apply. In addition, self-regulatory practices can create contextual conditions conducive to practice development (Brenner, 2022).

Self-regulation in learning arises from internal and external factors that stimulate motivation and regulation, such as study groups, work teams, or social networks (Fawait, 2020). This also applies to group self-regulation. This demonstrates that effective self-regulation in students must incorporate social interactions. Previous research has shown that individual learners shift their focus from the initial stages of task comprehension to monitoring activities during group study. Additionally, another study has confirmed that group learning promotes cognitive and regulatory development. Students engage in self-regulatory activities, such as task comprehension and monitoring. High-quality regulation is supported by planning, monitoring, evaluation, and feedback availability. Group regulation can facilitate knowledge construction (Fawait & Safaruddin, 2021) and enhance learning success.

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