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Factors Affecting Self-Regulation of Students in Indonesian Traditional Muslim Schools

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ABSTRACT

This study aims at identifying the factors affecting students' self-regulation. It is seen from Gender, Age, and Duration of study in the Islamic Boarding Schools, Formal Education, Parental Education, Previous Education, and Students Place of Origin. It is to find a new format for the self-regulation of students in traditional Muslim schools. This study applies a quantitative approach to identify factors or variables that influence learning based on student self-regulation. The research design uses an instrument to explore and identify variables. This research is sample research with the Proportional Random Sampling Cluster technique. This technique is used because the population has elements that are not homogeneous and structured proportionally This study uses a sample of 108 students with different backgrounds. From the results of the analysis, it was found that out of the seven factors proposed as variables, five factors influence the self-regulation of students. The findings of this study provide evidence that the student's background dimensions can significantly influence students' self-regulation, so the better the student's background, the better the student's self-regulation. We recommend further studies for deeper examination and analysis of these factors.

INTRODUCTION

Islamic boarding schools as institutions focusing on religious education, in particular, emphasize the understanding of yellow books. Islamic boarding schools have pedagogical concepts that integrate science with the art of teaching and have various methods that can model the education system in the Indonesian archipelago (Ma'arif, 2018). Fatmawati (2018) notes that Islamic boarding schools apply varied learning models for the mastery of religious knowledge and student personality education oriented to the development of good behavior, values, and norm. It follows the opinion of (Winarko, 2007) stating that learning in boarding schools can help students develop more meaningful knowledge than individual learning in public schools. Thus the existence of learning technology in Islamic Boarding Schools takes an important role in developing a better understanding (Suardi & Hamid, 2013). The existence is supported by a good learning environment that supports the achievement of student goals.

The high demand for learning, as well as the extent of the target of understanding yellow books, and the density of learning activities both in traditional schools and in dormitories, requires students always to be able to manage themselves well so that the target of learning can be achieved optimally (Fawait, 2016). Thus Roslan et al. (2014) argue that self-regulation for students of Islamic boarding schools needs to be applied to improve the yellow book thinking reasoning containing Arabic and literature, interpretation of the Qur'an, hadith, fiqh, theological discussion, Sufism, and history.

This fact requires students to extend the program outside the classroom by creating a learning environment through dormitory activities (Yusuf & Suardi, 2015), and developing an environment to support learning process in boarding schools (Suardi, 2015) and the presence of external stimulus support (Suardi & Hamid, 2013).

Several factors influence the success of self-regulation, i.e., self-efficacy, motivation, and goals (Cobb, 2003). While in this study, these factors were developed based on these qualifications; First Gender, in the previous study, it was found that women had better achievements than men and were more likely to win honors (Yates, Smith, James, & Ferguson, 2009). Second, Age. Age was a predictor of student achievement at a college in southern Texas (Amro & Kupczynski, 2015), and there were differences in academic abilities between age groups (Jabor, 2011). The third is the length of study in Islamic boarding schools, and this is supported by the results of research that show the duration of staying in a dormitory improves better performance (Araujo & Murray, 2010) because it affects student retention. Fourth, Formal Education is based on the results of a study that explores academic achievement regarding the two main components of independent learning for students in primary and secondary schools, the results of which the correlations are significantly different (Dent & Koenka, 2016). Self-regulation does not show a significant difference in school level (Ergen & Kanadli, 2017). Fifth, Parental Education is based on a study that showed self-regulation was found to correlate with enrollment in postsecondary remedial courses. Parental education was a significant mediating factor (Orange & Hodges, 2015). It affects children's education (Kainuwa & Yusuf, 2013). In Germany, parents educational background is a significant predictor (Biedinger, 2011). Sixth, the previous educational factor is based on the study's findings that students from single-sex secondary schools worked significantly better than their peers (I.O. Okere, 2013). The previous educational experience contributes to self-regulation in learning (Phan, 2011) and to carrying out activities (Irdianto & Putra, 2016). Seventh, the place of students' origin is also one of the factors to be measured, it is supported by the results of research that showed students from rural areas do not experience lagging in academic performance (Alokan & Arijesuyo, 2013), they are even significantly better at achieving average and interest scores than in the urban schools (Ajai, 2013).

This study aims to develop Islamic boarding school learning from a teacher-centered paradigm to a student-centered one that emphasizes self-regulation in learning. Because pesantren as an unpretentious institution is often labeled as camouflage for life because it always deals with the issue of the afterlife (Fawait, 2017). SRL needs to be applied to help students develop thinking skills (Yildirim & Ozkahraman, 2011) and provide skills to students (Fawait, 2013). Students can experience an exciting learning process (Reigeluth, 2009, because there must be an interaction between the learning approach and the increase of SRL (Aminah, 2018), make students more active in the process of obtaining knowledge directly so that students are easier to remember and interpret (Jannah et al., 2020). Students have strong motivation to engage in interpersonal communication (Ningsih et al., 2018), and can harmonize general perceptions of the learning process (Järvelä et al., 2016), which influences the flow of discussion (Ucan & Webb, 2015), and it depends on the level of self-efficacy (Manafe et al., 2016). Where self-regulation occurs as a strategic activity that plays a role in collaborative learning (Isohätälä et al., 2017), and helps them to think critically in evaluating themselves (Ratminingsih et al., 2017), influences Metacognition awareness and cognitive abilities

(Pantiwati, 2017), improving student learning outcomes (Kastur et al., 2020), so that the focus of student learning shifts from the stage of understanding the task to monitoring activities (Järvelä et al., 2016).

RESEARCH METHOD

Research Design

This study applies a quantitative approach to identify factors or variables that influence learning based on student self-regulation. The research design uses an instrument to explore and identify variables. The variables consist of seven independent variables namely Gender (X_1), Age (X_2), Length of study in Islamic Boarding Schools (X_3), Formal Education (X_4), Parental Education (X_5), Previous Education (X_6) and Place of Students' Origin (X_7). While the dependent variable is the students' self-regulation (Y).

Population and Sample

This research is sample research with the Proportional Random Sampling Cluster technique. This technique is used because the population has elements that are not homogeneous and structured proportionally both in terms of sex (X_1), age (X_2), length of study in boarding schools (X_3), formal education (X_4), parental education (X_5), previous education (X_6) and the students' place of origin (X_7). With a sample of 108 students.

Table 1. Demographic of participants.

Variables	Category	Percentage
Gender	Men	46%
	Women	54%
Age	13 Year Old	2%
	14 Year Old	8%
	15 Year Old	25%
	16 Year Old	8%
	17 Year Old	21%
	18 Year Old	13%
	19 Year Old	7%
	20 Year Old	8%
	21 Year Old	4%
	22 Year Old	2%
	23 Year Old	2%
	24 Year Old	1%
	26 Year Old	1%
Length of Study Boarding School	1 Year	1%
	2 Year	30%
	3 Year	34%
	4 Year	21%
	5 Year	8%
	6 Year	2%
	7 Year	3%
	8 Year	1%
Formal Education	Middle School	46%
	High Schoool	34%
	University	20%
Parental Education	Primary School	2%
	Middle School	21%
	High Schoool	52%
	University	25%

Variables	Category	Percentage
Previous Education	Public School	39%
	Islamic School	61%
Students' Place of Origin	Rural Areas	71%
	Suburbs	24%
	Urban Areas	5%

Instruments

This research is measured using research instruments developed by (Vrieling, Bastiaens, & Stijnen, 2013), namely Self Regulated Learning Opportunities Questionnaire (SRLOQ). This questionnaire contains 56 statements consisting of; 4 statements regarding Planning consisting of a) Goal settings totaling nine questions, b) Metacognitive knowledge activation totaling two questions, c) Task value activation totaling two questions, d) Time management totaling four questions. 1 question about Monitoring of the learning process which consists of Metacognitive awareness and monitoring of cognition which consists of 6 questions. 2 questions about Zone of proximal development which consist of a) Prior knowledge activation which consists of 10 questions, b) Perceptions of task difficulty which are two questions. Three questions about Coaching/judging consist of a) Metacognitive awareness and monitoring of cognition which amounts to 8 questions, b) Judgments totaling six questions, c) Attributions which amount to 2 questions. And 1 question about Collaboration, which consists of 5 questions. The ordinal scale is used in preparing the questionnaires. It allows respondents to express their feelings. The answers to each question are numbers 1 to 5 in each category. The answers to each question are strongly agree, agree, no comment, disagree, and strongly disagree. The number of response options used is only 1 to 5, arguing that the result is too rough if the response is too little. Conversely, if there are too many response choices, respondents are feared that it will be difficult to distinguish between one response and another response choice. In addition, this study also uses the Nominal Scale, and the nominal measurement scale is used to classify individuals from Gender, Age, Length of study in Islamic Boarding Schools, Formal Education, Parental Education, Previous Education, and Students' place of Origin.

Data Analysis

Based on the research objectives, the data analysis used multiple analysis methods, namely the t-test and ANOVA. This method is to see the influence of independent variables on the dependent variable in the study. The independent variables are Gender (X_1), Age (X_2), Length of study in Islamic Boarding Schools (X_3), Formal Education (X_4), Parental Education (X_5), Previous Education (X_6), and the Student's Place of Origin (X_7). At the same time, the dependent variable is the Student's Self-Regulation (Y). The data analysis technique is done with the SPSS computer program.

RESULTS AND DISCUSSION

The findings study is to measure each of the students' background variables by students' self-regulations. Based on the results of SPSS analysis, the measurement results are found as Table 2.

Table 2. Gender.

SRL	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.550	.035	-2.352	106	.021	-3.137	1.334	-5.780	-.493
Equal variances not assumed			-2.301	88.881	.024	-3.137	1.363	-5.846	-.428

Table 2 shows that the significance is 0.035 <0.05 then Ho is rejected, and Ha is accepted. It means that gender influences the self-regulation of students.

Tabel 3. Age level on the self-regulation of students.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2030.095	2	1015.047	32.340	.000
Within Groups	3295.572	105	31.386		
Total	5325.667	107			

Table 3 shows that the significance is 0,000 <0.05, then Ho is rejected and Ha is accepted. It means that there is an influence of the age level on the Self-regulation of students.

Table 4. Length of study in Islamic Boarding Schools.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1438.936	2	719.468	19.436	.000
Within Groups	3886.731	105	37.016		
Total	5325.667	107			

Table 4 shows that the significance of 0.000 <0.05, Ho is rejected, and Ha is accepted. It means that there is an influence of the length of study in the Islamic boarding school on students' self-regulation.

Table 5. Formal education.

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1947.609	2	973.805	30.269	.000
Within Groups	3378.057	105	32.172		
Total	5325.667	107			

Table 5 shows that the significance is 0,000 <0.05, then Ho is rejected and Ha is accepted. It means that there is an influence of Formal Education on the students' self-regulation.

Table 6. Parental education.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	562.207	3	187.402	4.092	.009
Within Groups	4763.459	104	45.802		
Total	5325.667	107			

Table 6 shows that significance is 0.009 <0.05, then Ho is rejected and Ha is accepted. It means that there is an influence of parental education on students' self-regulation.

Table 7. Previous education.

SRL	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Equal variances assumed	.089	.766	-.998	106	.321	-1.390	1.393	-4.151	1.371
Equal variances not assumed			-1.007	90.078	.317	-1.390	1.380	-4.131	1.352

Table 7 shows that the results of previous education measurements found significant results of 0. 766> 0.05 then Ho is accepted and Ha is rejected. It means that there is no effect of previous education on the Self-regulation of students.

Table 8. Students' place of origin.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	146.806	2	73.403	1.488	.230
Within Groups	5178.860	105	49.322		
Total	5325.667	107			

Table 8 shows that the significance of 0.230> 0.05 then Ho is accepted and Ha is rejected, meaning that there is no influence of the student's place of origin on the student's self-regulation. This study aims to identify factors that influence students' self-regulation seen from the background of student demographics in terms of gender, age, Length of study in Islamic Boarding Schools, formal education, parental education, previous education and students' place of origin. In this case learning is influenced by external and internal factors of students. First, gender is a factor that influences students' self-regulation. In this study, it was found that there was an influence on the level of self-regulation of students based on sex. Statistically significant differences in female students (Summary, 2014). Variants in the performance of female students and a large number of variances in male student achievement(Dabbagh & Khajehpour, 2011). The Gender of students predicting independent learning strategies (Bozpolat, 2016). Thus, gender differences affect self-regulation of students.

Second is age, which influences students' ways of thinking (Cahan & Cohen, 1989) and is related to performance (Mutangi, 2016). It means that the higher the age level of students, the higher the level of thinking. It is certainly synchronous with the self-regulated learning process, which requires thinking maturity for students. It is based on the results of research that shows the student age variable has a significant influence on students' self-regulation. *Third*, the length of study in boarding schools is one of the factors that influence the self-regulation of students, assuming that the improvement in student performance is influenced by staying in a dorm (Iftikhar & Ajmal, 2015). It is based on the results of research that shows the variable length of study in Islamic boarding schools significantly influences students' self-regulation. *Fourth*, the level of formal education is one of the factors that distinguish students 'abilities in students' self regulations. In this study, it was found that there was an influence on the level of formal education on student self-regulation so that the higher levels of education obtain higher learning motivation (Irdianto & Putra, 2016).

Fifth, Parental Education is one of the external factors closest to students, so parental involvement greatly affects students (Mcneal, 2014). It is certainly based on the level of

Parental Education, which is an element of the influences (Farooq & Berhanu, 2011). Highly educated parents may help learn self-regulation behaviors (Orange & Hodges, 2015) through parenting styles in key aspects of SRL (Alnafea & Curtis, 2017). In fact, students are encouraged to take college preparatory courses by increasing access to lecture objectives and their knowledge of the planning process in universities (Gregory & Huang, 2013). Therefore, Parents' educational background may direct their children's learning methods according to their respective characteristics so that naturally highly educated parents has a large influence on the intensity of student learning. Thus, the self-regulation of students will be determined by parental education. So that the higher the level of Parental Education, the better the self-regulation of students. The findings are based on the findings that parental education is varied, from elementary to university level, so the results of this study indicate that the level of education of parents is very influential on students' self-regulations.

Sixth, Previous education is the initial construct for further education. Educational background influences the strength of motivation (Kusurkar et al., 2010). But in this study, there was no effect of previous education on student self-regulation. *Seventh*, the Students' place of origin is one of the factors that support the self-regulation of students. But in this study, this factor does not influences self-regulation in learning. Students from urban areas have more social skills awareness than students in rural areas (Akbar & Davari, 2015). The lack of opportunities for rural students to interact with people from various backgrounds can be a limiting factor in the development of education.

The findings of this study prove that the dimensions of students backgrounds have a significant influence on students' self-regulation. Individuals as groups create progress in mutual understanding and learning (Miyake & Kirschner, 2014), and group interactions have learning or knowledge that building effects (Cress, Stahl, Ludvigsen, & Law, 2015). In the same way, there are many variations in the implementation of learning. For example, teachers place different students in different groups, allowing students to work alone rather than in group settings (Barbara et al., 2012). The most basic source of motivation for teachers is their desire to be a success (Börü, 2018), Because the learning process consists of interrelated components, among others; graduation targets regarding quality and quantity, curriculum, learning management (Jaeni et al., 2020).

CONCLUSIONS

Self-regulated learning is a combination of academic learning skills and self-regulation that makes learning easier, it is due to many problems such as failure of students to achieve brilliant learning achievements, students of boarding schools feeling frustrated with the duties of the dormitory and school, and the density of time for learning, so that it requires new learning strategy that must be initiated and directed by the students themselves. In self-regulated learning, there are many factors underlying the success of students in implementing self-regulated learning strategies. These factors include gender, age, Length of study in Islamic Boarding Schools, formal education, Parental Education, and previous education have an influence on students' self-regulation. Partially Gender, Age, Length of Study in Islamic Boarding Schools, Formal Education, and Parental Education have a positive and significant effect on students' self-regulation. The implication of this study is that the number of factors that influence self-regulation must at least be the reference of the teachers. Further research is needed to

test the practicality and effectiveness of self-regulated learning strategies to improve student learning skills either independently or in groups. There are a number of factors that we identified in this study and would benefit from further research, including a more realistic factor analysis to expand and further test the theory we have developed here. We recommend further studies for deeper examination and analysis of these factors, so that the next research

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