



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

Agus Fawait<sup>1</sup>, Safaruddin<sup>2</sup>

<sup>1</sup>STAI At-Taqwa Bondowoso, Bondowoso, Indonesia

<sup>2</sup>IAIM Sinjai, Sinjai, Indonesia



DOI : <https://doi.org/10.46245/ijorer.v2i6.66>

### Sections Info

#### Article history:

Submitted: November 5, 2020

Final Revised: December 26, 2020

Accepted: November 29, 2021

Published: November 30, 2021

#### Keywords:

Factors identification

Self-Regulation

Traditional Muslim Schools



### 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 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.

ORIGINALITY REPORT

---

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

5%

PUBLICATIONS

7%

STUDENT PAPERS

---

PRIMARY SOURCES

---

1	<a href="http://www.acarindex.com">www.acarindex.com</a> Internet Source	5%
2	<a href="http://www.scribd.com">www.scribd.com</a> Internet Source	3%
3	Gašević, Dragan, Negin Mirriahi, Shane Dawson, and Srećko Joksimović. "Effects of instructional conditions and experience on the adoption of a learning tool", Computers in Human Behavior, 2016. Publication	1%
4	<a href="http://jurnal.iainkediri.ac.id">jurnal.iainkediri.ac.id</a> Internet Source	1%
5	<a href="http://www.thewhiskyexchange.com">www.thewhiskyexchange.com</a> Internet Source	1%
6	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	1%
7	<a href="http://journal.ia-education.com">journal.ia-education.com</a> Internet Source	1%
8	<a href="http://karyailmiah.unipasby.ac.id">karyailmiah.unipasby.ac.id</a> Internet Source	