

Islamic Value-Based Self-Regulated Learning Strategy for PAI Students as The Contribution of Islamic Psychology to Civilization

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Abstract

Purpose: This study aims to examine the application of Self-Regulated Learning (SRL) based on Islamic values by PAI students, as well as the factors that affect its success.

Methodology: The research method used is qualitative with a phenomenological approach, involving interviews and observations on PAI students at the University of Muhammadiyah Surakarta. Data were analyzed descriptively to understand students' experiences and perceptions related to SRL in the context of Islamic values.

Results: The study found that students used various SRL strategies, such as learning planning and self-reflection, integrating Islamic values like patience, tawakal, and sincerity. Supporting factors included intrinsic motivation, social support, and supportive facilities. Inhibiting factors included a lack of understanding of Islamic-based SRL and the influence of technology. The implementation of SRL positively impacted academic achievement and character development.

Applications/Originality/Value: The study highlights the importance of integrating Islamic values into SRL to enhance both academic and moral development of PAI students, emphasizing its relevance in the context of modern education. The findings offer insights into how Islamic teachings can be applied to foster better learning outcomes and personal growth.

Introduction Section

Education cannot be separated from the times. As the times develop, it is necessary to improve and develop education today. After the industrial revolution 4.0 entered the 21st century, it has given rise to various kinds of discussions about various things, including education (Daniel, 2023) With the advancement of technology, almost any field can be automated. Undoubtedly, technology and approaches that combine the digital, physical, and biological worlds will fundamentally change human lifestyles and interactions (Ika Wulan Ramadhani, 2021) The industrial revolution 4.0 is one example of this revolution, and it will change how humans interact, both in scale, space, and complexity, as well as how they experience previous life experiences (Zakiah, 2022)

Students' success in learning is determined by the ability of students to learn independently by regulating learning activities and controlling behavior in order to achieve an effective learning strategy by knowing the objectives, directions, and resources (Khairunnisa, 2021) Students need a self-regulated learning model (SRL) or self-management strategy to achieve learning skills (Afif Alfiyanto, M. Ikhwan, Syatria Adymas Pranajaya, Muhammad Ghazali, 2024). SRL helps students organize and direct themselves and bring together their thoughts, feelings, and actions to achieve learning goals, especially when faced with difficult tasks (Amelia Melviadyta Salsabila, Devina Dewi, Hubba Lillah AlMaula & Zakiah Shalihah, Ummi Zahra, 2024).

This is as Allah says in QS. Al Mukminun verse 62 which reads:

وَلَا تُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا ۗ وَأَدْنَىٰ أَلَدَيْنَا كِتَابٌ يَنْطِقُ بِالْحَقِّ ۗ وَهُمْ لَا يُظْلَمُونَ

Meaning: We do not burden anyone except according to his ability, and on Our side there is a Book that speaks the truth, and they are not persecuted.

As explained in the verse, Allah is Omniscient as to why a person will not be given responsibilities beyond their ability. Therefore, people must have the ability to solve their own problems and tasks without relying on others (Zakiah, 2022).

Based on the above verse, the author can conclude that self-regulation, or self-regulated learning, can be defined as an effort to carry out learning activities independently or with the help of others based on one's own desires.

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Self-regulated learning is when the learning process has control over how they understand the learning process, apply learning strategies, and make decisions. Solution-focused brief counseling is a brief counseling that is based on the strength of both people to find solutions to the problems at hand (Izdiharunnisa, Hasanuddin, 2023). According to Wolters, Self-regulated Learning is a learning model that provides students with the flexibility to effectively manage learning in various ways (Gischa, 2023). Meanwhile, according to Karlin, it is an effort to learn deeply and utilize the existing power and network (Gischa, 2023).

Students are expected to receive Islamic religious learning activities (PAI) in a fun way and make them integrated into their lives. They can engage in various activities that touch their spiritual, cognitive, psychomotor, and social attitudes (Yuzarion, Akhmad Muhammad Diponegoro, Akhmad Fajar Prasetya, Asvian Taufikurrahman, Afdila Ilham Isma, 2024). Learning activities are intended to change knowledge, behaviors, attitudes, skills, habits, and others (Mamat Rahmatullah, 2023).

The development of the times and technological advances in the era of the Industrial Revolution 4.0 require students to be able to adapt to a more independent, flexible, and sustainable learning pattern. In the context of higher education, especially for Islamic Religious Education (PAI) students, a learning strategy is needed that not only supports academic achievement, but is also in harmony with spiritual values and Islamic teachings. One relevant approach is Self-Regulated Learning (SRL), which allows students to manage their own learning process in a directed and responsible manner. However, until now there are still fundamental questions about the extent to which PAI students are able to apply SRL in their academic daily lives, how Islamic principles can be integrated in the independent learning strategy, and what are the challenges they face in developing effective self-regulation skills. Therefore, this study aims to examine in depth how the Self-Regulated Learning strategy based on Islamic values is applied by PAI students, what factors affect its success, and how the role of Islamic values in strengthening students' motivation and independent learning efficiency.

METHOD

This study uses a qualitative approach and uses a phenomenological descriptive method (Nasir et al., 2023). This method is used to explore more deeply the experiences, perceptions, and understanding of Islamic Religious Education (PAI) students about the application of controlled learning (SRL) based on Islamic values in the context of their learning. This research aims to show how students manage their learning independently and in a directed manner in accordance with Islamic teachings.

The phenomenological method was chosen because it can find meaning in the subjective experiences of PAI students of the University of Muhammadiyah Surakarta. This is mainly related to the application of Islamic principles in independent learning (Nasir et al., 2023). The data obtained through interviews and observations were analyzed to identify the main themes related to the experience of PAI students in implementing controlled learning (SRL) based on Islamic values. The analysis process is carried out iteratively, organizing the data into relevant categories and matching them with theory to understand the application of SRL in the Islamic context.

RESULT AND DISCUSSION

A. Self-Regulated Learning Strategies Used by Students

A learning strategy is a planning that includes a collection of activities designed to achieve learning goals (Masrifah, 2022). Learning strategies include using methods and utilizing available resources, learning resources designed to achieve educational goals. Learning strategies are efforts made by a person to understand, use, and process the information they obtain individually (Chelle Ulvi Higmaya, Zurratul Muna, 2024). One of the most common learning strategies used by students is to prepare for a self-regulated experience before entering the classroom and looking for other learning resources from the internet (Lestari, 2021). Having a learning strategy can help students achieve their learning goals. Without a learning strategy, students will find it difficult to achieve their learning goals (Alberta Parinters Makur, Emilianus Jehadus, Sebastianus Fedi, Silfanus Jelatu, Viviana Murni, 2021).

When students' interests have developed well, they will have greater self-confidence in completing assignments and learning. They will also have the ability to organize themselves to achieve their learning goals (Asmaul Tanziyah, 2022).

Students use various self-regulated learning (SRL) methods to meet their own needs and habits (Maulidiyah, Elok Faiqoh, Muflihatul Hidayah, Annisau Sholikhah, 2024). According to the first speaker, he is used to making study plans and task completion targets to manage time well. One of the strategies he uses to understand the material independently is to write lecture material in his own language, which he says is easier to understand. In addition, as an indicator of learning progress, assignments given by teachers are used. It is considered that using one's own handwriting and noting important points is more effective than relying on material from slides. The quality of the assignment is assessed to evaluate comprehension. This is in line with the second speaker, who also uses a method to record what the lecturer repeats as a significant signal. He did not yet have a specific tactic, but after.

B. Integration of Islamic Values in SRL Strategy

Self-Regulated Learning (SRL) is an educational method that emphasizes independence, self-awareness, and the ability of individuals to manage their own learning process (Anastasia Suci Sekar Arum, 2022). In Islamic education, incorporating Islamic values into SRL is essential to form students who are not only academically intelligent but also have strong morality and spirituality.

A study by Izdiharunnisa et al. (2022) shows that SRL and religiosity have a positive effect on student engagement in learning. This shows that incorporating Islamic values into SRL can increase students' motivation and make them more involved in the learning process (Izdiharunnisa, Hasanuddin, 2023).

In addition, Mardiana and Umiarso (2021) found in their research at the State University of Malang that students' SRL can be assisted by a good Islamic Religious Education learning design. Students can increase their creativity, critical thinking, and independence through activities such as stimulation, problem identification, content analysis, result verification, and generalization (Dina Mardiana, 2021).

In addition, Islamic values can be integrated into SRL through a fun and interactive learning approach (Rahmawati & Alaydrus, 2021). Mubin (2021) said that using the edutainment approach in online education can help students understand Islamic values such as aqidah, worship, and morals. This method not only increases students' participation but also enhances their understanding of Islamic principles in daily life (Fatkhul, 2021).

Islamic values are incorporated into students' independent learning approaches (Hadwin et al., 2025). According to the first speaker, Islamic values are the foundation for all aspects of life, including learning. He emphasized the importance of learning sincerely and responsibly, and he encouraged people to be patient and tawakal when faced with challenges. According to him, muhasabah is carried out through post-learning reflection and the implementation of exams, which are an opportunity to assess their understanding. He also remains honest and honest when doing tasks because he wants to know the extent of his true abilities. According to the third speaker, the value of patience and tawakal greatly affects the learning process. Sometimes, he does self-reflection (muhasabah), but he doesn't use tools like AI because he believes that using one's own abilities is a way to demonstrate integrity.

C. Supporting and Inhibiting Factors of Islamic-Based SRL Strategy

Self-Regulated Learning is the ability of individuals to actively manage their learning process through planning, supervision, and self-evaluation (Edisherashvili et al., 2022). In the context of Islamic Religious Education Students, an effective SRL Strategy does not only rely on cognitive skills, but also incorporates Islamic values into behaviors and motivations to learn (Azevedo et al., 2022),

Supporting Factors

- a. **Intrinsic Motivation Based on Islamic Values:** Islamic values such as sincere intentions for the sake of Allah, the spirit of seeking knowledge as worship, and the hope for His pleasure are strong drivers to implement SRL (Brady, 2021). Research by Izdiharunnisa et al. (2023) shows that religiosity increases student involvement in learning, which is one of the indicators of SRL success (Izdiharunnisa, Hasanuddin, 2023).
- b. **Social Support and Religious Environment:** A supportive environment such as a religious family, a good campus community, and guidance from PAI teachers can help adolescents implement Islamic-based SRL (Yu, 2023). A study by Salsabila Asyifana et al. (2023) found that social support from the family and the surrounding environment is essential to improve adolescents' SRL ability to learn the Qur'an (DLT, 2022).
- c. **Availability of Supporting Facilities and Programs:** Halaqah, mentoring, and time management training based on Islamic values can help students create a successful SRL plan. The study of Lina Farah Intan Sari (2023) found that the facilities provided to students who memorize the Qur'an, such as instruction and a supportive environment, contribute to improving the quality of their memorization through self-regulation (Siti Nurhayati, Yudin Citriadin, 2022).

Inhibiting Factors:

1. **Lack of Awareness and Understanding of Islamic-Based SRL** Some students may not understand the concept of SRL from an Islamic perspective. As a result, it is difficult for them to incorporate Islamic values into their independent learning methods.
2. **Influence of Technology and Social Media:** Uncontrolled use of technology, such as social media, can distract and cause SRL to become less effective. A study conducted by Fitri Hidayati (2023) found that PAI students have a high level of academic procrastination if they have low SRL skills (Hidayati, 2021).
3. **Academic Stress and Workload:** Research by Fatmawati, F., & Dewanti, R. (2022) This study shows a significant negative relationship between SRL and academic stress in students who are preparing their thesis, with a correlation coefficient of -0.376 ($p < 0.05$) (Fatmawati & Dewanti, 2022).

Certain factors support students in using SRL strategies based on Islamic values (Gambo & Shakir, 2021). The first source said that the main motivation came from personal targets, which prompted him to make a good approach to learning. Another helpful factor is the campus environment that supports independent learning through tasks such as article reviews and mini research. In addition, he feels that his family is very supportive of

him in various ways, from financial to emotional. However, the main obstacle faced, especially for students who also work, is time constraints. Managing time is important. A third source admits that he feels required to be an independent individual and that academic success is highly dependent on personal awareness. In addition, he said that keeping Islamic values consistent is very difficult, especially when fatigue leads to laziness.

D. The Impact of SRL Strategy on Academic Achievement and Student Character Building

The self-regulated learning (SRL) strategy has been proven to have a positive impact on improving academic achievement as well as building student character (Heikkinen et al., 2023). In the academic context, students who apply SRL tend to have better time management skills, in-depth understanding of the material, and independence in the learning process (Guan et al., 2025). This is because SRL allows students to actively plan, monitor, and evaluate their own learning, which in turn improves learning effectiveness and academic outcomes. These findings are in line with the results of the interviews, which show that students feel better able to cope with academic pressure and get better grades after implementing independent learning strategies.

Furthermore, the implementation of SRL based on Islamic values also contributes to the formation of student character. Values such as responsibility, honesty, patience, and tawakal are moral principles that strengthen students' attitudes in undergoing the learning process. By internalizing the value of sincerity in learning, students not only focus on the results, but also appreciate the process they go through, including in facing academic challenges (Musgamy & Rusydi, 2024). The reflective process or muhasabah carried out by students after learning activities also strengthens self-awareness and academic integrity. The characters formed through this approach are students who not only excel intellectually, but also have good academic ethics and personal resilience.

Students' academics and character building benefit from the implementation of SRL strategies (Lee & Kwon, 2023). The first speaker said that they learned better because they did not rely only on lecturers. In addition, he believes that strengthening positive character and attitudes in daily life can be achieved through independent learning framed with Islamic values. This increases independence, independence, and the ability to cope with academic stress without relying on others. A third source said that this method made him think more about things and made him commit to academic honesty. Having become accustomed to finding solutions independently, she believes that learning independently helps her reduce stress.

Other research shows that SRL can strengthen soft skills such as discipline, sense of responsibility, and the ability to solve problems independently, all of which are important characters in dealing with academic and work demands (Novarizka et al., 2024). Therefore, the SRL strategy, especially when synergized with spiritual and religious values, not only has an impact on the achievement of academic grades, but also forms a complete student profile cognitively, affectively, and spiritually.

No.	Aspects	Findings
A.	Self-Regulated Learning (SRL) Strategies Used by Students	Students use various SRL methods such as lesson planning, writing material in their own language, and recording important points from lecturers. They manage time well and use assignments as indicators of learning progress.
B.	Integration of Islamic Values in SRL Strategy	Islamic values such as patience, Trustworthiness, honesty, and sincerity are applied in the SRL strategy of students. Through post-learning reflection (muhasabah), they increase motivation and integrity in learning.
C.	Supporting and Inhibiting Factors of Islamic-Based SRL Strategy	Support: Intrinsic motivation based on Islamic values, social support and religious environment, and facilities such as halaqah and mentoring. Inhibitors: Lack of understanding of Islamic-based SRL, the influence of technology, and academic stress.

D.	The Impact of SRL Strategy on Academic Achievement and Student Character Building	SRL improves time management skills, material comprehension, and independence in learning. On the other hand, Islamic values in SRL contribute to the formation of student character, such as responsibility, honesty, patience, and tawakal.
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CONCLUSION AND RECOMMENDATION

The results of the study show that the Self-Regulated Learning (SRL) approach used by Islamic Religious Education (PAI) students at the University of Muhammadiyah Surakarta has a positive effect on character formation and achievement of academic goals. To organize and manage their own learning process, students use a variety of SRL techniques, including lesson planning, material recording, and post-learning reflection. If Islamic values, such as sincerity, patience, tawakal, and muhasabah, are incorporated into SRL, it strengthens students' independence in learning and improves their attitudes and morals. In addition, the study found supporting factors such as intrinsic motivation based on Islamic values, social support, and supportive facilities. On the other hand, inhibiting factors such as the influence of uncontrolled technology and lack of understanding of Islamic-based SRL.

Using SRL not only improves academic achievement but also builds students' character, such as responsibility, honesty, and personal resilience. Students who apply SRL can better manage their time, cope with academic pressure, and appreciate the learning process. In this regard, Islamic values play an important role in increasing motivation to study and strengthening academic integrity.

Based on these findings, Islamic education in higher education must prioritize learning that integrates SRL with Islamic values. Lecturers and the campus must provide greater support in introducing and implementing SRL strategies based on Islamic values through time management training, academic guidance, and facilities that support character development. In addition, students must be given a deeper understanding of what is meant by SRL based on Islamic values.

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