



Level of Self-Regulated Learning of Students at Takhassus Elementary School Al-Qur'an Kalibeber Wonosobo

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Abstract

This study is motivated by the low interpersonal and intrapersonal skills of students indicated by students who tend to be quiet, difficult to get along with peers, bullying, and some students have a low ability to understand lessons, affecting their learning achievement. This study aimed to determine the level of self-regulated learning of students in class VI B of SD Takhassus Al-Quran Kalibeber Wonosobo. The research method used in this study was mixed. For the quantitative approach, the researcher used a population sampling technique by taking all samples in the population. In contrast, the qualitative approach was used to deepen the data through interviews using purposive sampling techniques. The results showed that the level of self-regulated learning of students was in the high category with a frequency of 7 respondents (23.33 %), in the medium category with a frequency of 21 respondents (70%), in the low category with a frequency of 2 respondents (6.66%). Thus, it can be concluded that the level of self-regulated learning of students is moderate (70%). This is proven by the results of data collection showing several indicators such as students having self-awareness of the need for self-regulated learning and knowledge for their own needs as learners. They can also focus their attention on ongoing learning, evaluate and monitor themselves in learning, make learning plans, and have enthusiasm for achieving learning goals. These results indicate that self-regulated learning is correlated with student achievement.

Keywords: elementary school, self-regulated learning, student achievement

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A. Introduction

Education is the process of changing one's attitudes and behavior by using training and learning that is planned and systematic. Learning is an effort to make changes to achieve better knowledge, skills, and behavior. As stated in law number 20 of 2003, article 1 concerning the national education system mentioning that (Undang-Undang Sistem Pendidikan Nasional, 2003): "Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State".

Self-regulation plays an important role in supporting students' academic achievement (Hunta et al., 2019; Yumna et al., 2020; Saidah, 2020). The ability of students to organize themselves in learning will make it easy for them to focus their attention on the process of receiving information and knowledge and make it easier for them to undergo the learning process in a broad environment (Sudinadji & Kumaidi, 2019).

Students experience learning difficulties because other things are more interesting for them to do than learning, such as playing, talking with friends, and so on. This is because students have not been able to organize themselves in learning, so the learning objectives they want to achieve cannot be achieved properly. Self-regulated learning can be formed because of a habit that is continuously done. In addition to teachers (Pradnyaswari & Susilawati, 2019), the role of the family, especially parents, is needed in training children to be able to organize themselves in learning (self-regulated learning).

However, it is often found that parents entrust the care and education of their children to educational institutions such as Islamic boarding schools, Islamic schools, and others. Currently, boarding schools are growing rapidly by offering various educational models. One of them is the tahfidz boarding school which is in great demand by parents in entrusting the care and education of their children. In addition, boarding schools are also a means of building morals for children.

SD Takhassus Al-Quran is a formal educational institution with a boarding school system. SD Takhassus Al-Quran offers a learning environment that can support students' academic and religious achievements. Activities that are so busy also teach children to appreciate time, discipline, and independence. However, the important aspect needs to consider is self-regulated learning of students. Students aged 6-12 years still need closeness to home and parents because the home and family are the most comfortable and safe shelters (Allen, 2010; Damayanti & Margaretha, 2021; Winarsih, 2021). When the care and education of children at a young age is entrusted to caregivers at the boarding school who are not the biological parents of these children, it can affect their ability to use aspects of metacognition (Almasitoh & Nugrahaningsih, 2021; Lusiana et al., 2020; Setyaningsih et al., 2020), motivation, and behavior in participating in their learning process.

Based on the explanation above, elementary school children still need parental guidance, and they are easily distracted in the focus of learning if they are in a boarding school environment. These problems all cause new problems, especially in children's metacognitive development, which results in students being unable to manage and control their thinking processes (Nurkaeti et al., 2019). If this continues, their learning achievement will be significantly disrupted. Students at SD Takhassus

Al-Quran Kalibeber Wonosobo have several identifications based on interviews with teachers, such as quiet students who have difficulty getting along with peers, bullying, and some students who have a low ability to understand lessons. If it is seen from the explanation, do the problems above and the behaviour mentioned affect or represent all students, and how is the level of self-regulated learning of students at Takhassus Al-Quran Elementary School, Kalibeber Wonosobo?.

The explanation above provides a significant problem that needs to be investigated further so that this research is motivated by students' low interpersonal and intrapersonal skills, as indicated by students who tend to be quiet, have difficulty getting along with peers, and are bullied. Some students cannot understand lessons, which affects their learning achievement. This study aims to determine the level of learning independence of students in grade VI B SD Takhassus Al-Quran Kalibeber Wonosobo.

B. Literature Review

1. Self-Regulated learning

Zimmerman defines self-regulated learning as the ability of students to self-regulate in maintaining metacognitive, motivational, and behavioral learning (Zimmerman, 1990). According to Bandura, self-regulation is the ability to regulate behavior and carry it out to influence one's performance in achieving goals or achievements (Chairani & Subandi, 2010; Panadero, 2017). Meanwhile, Ormrod stated that self-regulated learning regulates cognitive processes for learning to be successful (Ormrod & Ellis, 2009).

Based on the explanation above, it can be concluded that self-regulated learning is the ability of students to regulate metacognitive, motivational, and behavioral skills to achieve predetermined learning goals. Self-regulated learning includes metacognitive, motivational, and behavioral aspects (Zimmerman, 1990). These aspects can be described as follows:

a. Goal setting

Self-regulated learners know what they want to achieve in learning.

b. Planning

Self-regulated learners have determined how to best use the time and resources available for study tasks.

c. Self-motivation

Self-regulated learners have self-efficacy and will be high in completing learning assignments.

d. Attention control

Self-regulated learners focus their attention on the ongoing lesson and eliminate things that interfere with a concentration in learning.

e. Use of flexible learning strategies.

Self-regulated learners have different learning strategies depending on the goals they want to achieve.

f. Self-monitoring

Self-regulated learners continuously monitor their progress and change learning strategies or modify goals as needed.

g. Appropriate Help-Seeking.

Self-regulated learners minimize their ego because they realize they need the help of others.

h. Self-Evaluation

Self-regulated learners determine whether what they learn has met the goals they planned and evaluate themselves in learning strategies later (Ormrod & Ellis, 2009).

2. Factors Affecting Self-Regulated Learning

Self-regulated learners have academic skills and self-control that make learning easier, so they are more enthusiastic about learning. In other words, they have the skills and willingness to learn. There are three factors affecting self-regulated learning, namely:

a. Knowledge

To be Self-regulated learners, students need knowledge about themselves, their subjects, their assignments, learning strategies, and learning contexts that they will apply.

b. Motivation

Self-regulated learners are motivated to learn. They find many assignments interesting at school because they value learning, not because they want to be considered good by others. Even though they are not motivated by certain tasks, they are still sincere in achieving the desired goals of the task. They know why they are learning, so their acts and choices determine no one else.

c. Self-discipline (Volition)

Self-regulated learners know how to protect themselves from tampering. They know how to deal with anxiety, sleepiness, and laziness (Woolfolk, 1995).

3. Primary School Students

Late childhood starts from six to approximately 12 years of age or until one becomes sexually mature (Rahmi & Hijriati, 2021; Soetjningsih, 2014). Children begin to connect with a broader social group and social influences during the elementary age. They may be an in-and-out person among their peers.

In middle and late childhood, children develop more understanding and self-regulation. The stages of students' self-regulation based on the childhood age development or grade can be seen in the following table (Ormrod & Ellis, 2009).

Table 1
Development Trend

Rankings Class	Age-Appropriate Characteristics
K-2	<ol style="list-style-type: none"> 1. There is a certain internalization of adult standards of behavior. 2. The emergence of the ability to set self-selected goals regarding learning and achievement 3. Independent evaluation of the effectiveness and appropriateness of actions, feelings of guilt for misbehavior 4. There are individual differences in the ability to control impulses, emotions, and attention; peer relationships and classroom performance influence how much self-control is in these areas.
3-5	<ol style="list-style-type: none"> 1. A constantly developing ability to assess your performance and progress 2. Feelings of guilt and shame for unsatisfactory performance and moral offenses 3. The emergence of self-regulated learning strategies 4. Difficulty in self-control is seen especially in students who experience cognitive and behavioral barriers
6-8	<ol style="list-style-type: none"> 1. Increased ability to plan future actions, partly due to increased ability to think abstractly

	2. Increased mastery of several learning strategies that are self-regulating, especially strategies that involve overt behavior
	3. Self-motivated strategies emerge (minimize distraction, look for ways to make tedious tasks interesting and fun, remind oneself of the importance of doing well)
9-12	1. Longer range goal setting
	2. Increased mastery of internal (cognitive) learning strategies
	3. There is great variation in the ability to self-regulate learning, particularly in independent learning activities.

To avoid duplication or plagiarism in this research, the researchers reviewed previous studies on relevant studies, almost the same as the study or focus of this research. The results of these studies are as follows:

Based on Sutikno research, this study aimed to enrich the scientific collection and provide solutions to improve the quality of learning (Sutikno, 2016). The similarity of this research is on self-regulated learning. The difference in this study is in terms of the focus of the study, which did not have a specific level of education and only analyzed the contribution of self-regulated learning. In contrast, the present study focused on elementary school-aged children and analyzed the level of self-regulated learning.

A study by Fitria Savira and Yudi Suharsono aimed to determine the relationship between self-regulated learning and academic procrastination in accelerated students. The research subjects involved were students of the class XI acceleration program at SMA Negeri in Malang with the age of 13-15 years (N = 48)(Savira & Suharsono, 2013), the similarity of the research is in the form of self-regulated learning study, the difference is the present study focused on the level of self-regulated learning and took the research subjects in grade VI B of Elementary School Takhassus Al-Quran, Kalibeber, Wonosobo.

Research by Amanda Utari's aimed to determine the effect of self-regulated learning (SRL) on student achievement (Utari et al., 2018). The similarity of this research is in the study of self-regulated learning, while the difference in the study is the focus on high school students. In contrast, this present study focused more on elementary school students in grade VI B.

Based on the description of the studies above, it is crucial to know the level of self-regulated learning in elementary schools as an effort to overcome the problems of learning in elementary schools so that the quality of education and student learning is more controlled, especially in class VI B of SD Takhassus Al-Quran Kalibeber Wonosobo and in general at all levels of education in Indonesia.

C. Method

This research used mixed methods. The mixed-methods used in this study were concurrent embedded design, namely a mixed method that applies a single stage of qualitative and quantitative data collection at one time. The concurrent embedded design has a primary method that guides the project and a secondary database that plays a supporting role in research procedures (Creswell, 2010).

In a quantitative approach, the researcher intended to describe levels of self-regulated learning of learners. The qualitative approach was used to dig deeper into self-regulated learning of students and it was then described through statistical figures and interpreted in a description.

This study's data sources were the school principal, class VI B teachers, caregivers, and coaches, and students. Researchers took all samples/subjects in the

population for a quantitative approach because the number of samples/research subjects did not reach 100 people. If the subject is less than 100, it is better to take all of them so that the research is a population study (Saebani & Kadar, 2013).

The students of class VI B at SD Takhassus al-Quran in the 2018/2019 academic year were 30 students consisting of 17 boys and 13 girls. At the same time, a qualitative approach was used for deepening data through techniques of purposive sampling, namely the sampling technique of data sources with certain considerations (Sugiyono, 2010).

The data collection techniques used in this study were scale, observation, interviews, and documentation. The scale model used in this study is the Likert scale. In this study, favorable (positive) and unfavorable (negative) items, with four possible answers. The following is the scoring for each level of the Likert scale for both positive and negative statements:

Table 2
Likert Scale Score

Alternative Answer	Favorable Score	Unfavorable Score
Never	1	4
Sometimes	2	3
Often	3	2
Always	4	1

As for the preparation of the scale, self-regulated learning was formulated based on 8 aspects of self-regulated learning, namely goal setting, planning, self-motivation, attention control, use of flexible learning strategies, self-monitoring, seeking appropriate assistance, and self-evaluation. Instrument grid of self-regulated learning is as stated in the following table:

Table 3
Instrument Grid of Self-Regulated Learning

Variable	Aspect	Indicator
Self-regulated learning	1. Goal setting	Able to set goals in education
	2. Planning	Able to make plans both in terms of time and all activities to achieve predetermined goals
	3. Self-motivation	Able to arouse self-enthusiasm and have self-confidence.
	4. Attention control	Able to focus attention on ongoing lessons
	5. Use of strategy flexible learning	Able to choose their way to achieve learning goals
	6. Self-monitoring	Able to monitor learning progress and change learning strategies if needed
	7. Appropriate help-seeking	Able to find help that will make it easy to learn
	8. Self-evaluation	Able to assess the performance

D. Findings and Discussion

Based on the study results, variable data on self-regulated learning was obtained through an emotional intelligence scale with 23 statement items representing indicators of self-regulated learning. Respondents in this study were 30 students of SD Takhassus Al Quran Kalibeber Wonosobo, class VI B consisting of 17 boys and 13 girls. The score for each student's emotional intelligence scale can be seen in the following table.

Table 4
Scale Results of Self-Regulated Learning

NO	SCORE	NO	SCORE
1	60	16	49
2	62	17	67
3	59	18	64
4	61	19	78
5	55	20	62
6	78	21	63
7	64	22	57
8	59	23	55
9	49	24	66
10	53	25	61
11	60	26	63
12	57	27	59
13	79	28	64
14	66	29	59
15	56	30	69

Based on variable data of self-regulated learning processed using the SPSS version 23 program, the following results were obtained:

Table 5
Self-Regulated Learning

N	Valid	30
	Missing	0
Mean		61.80
Median		61.00
Mode		59
Std. Deviation		7,355
Variance		54,097
Range		30
Minimum		49
Maximum		79
Sum		1854

The table above shows that the mean value is 61.80, the median is 61.00, the mode is 59, the standard deviation is 7.355, the minimum value is 49, and the maximum value is 79. The histogram can be described as follows based on the above analysis results.

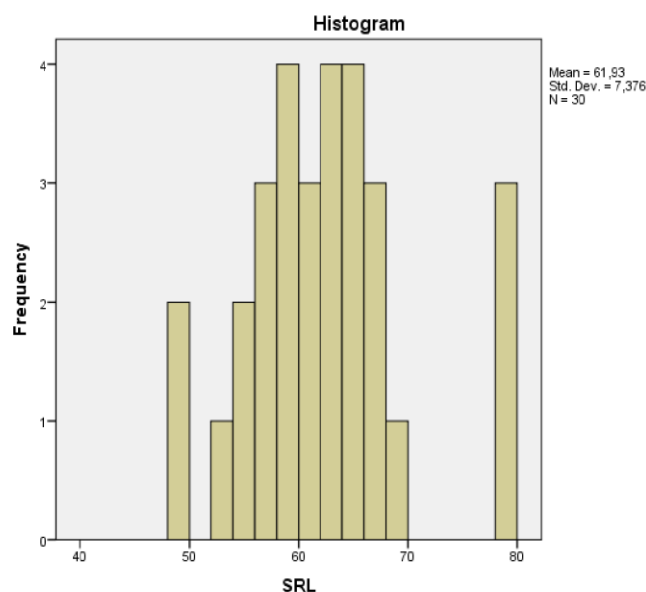


Figure 1. Distribution Histogram of Self-Regulated Learning

To find out the level of self-regulated learning of students, the researchers then calculated to divide the categories of self-regulated learning as follows:

a. Minimum score	: $23 \times 1 = 23$
b. Maximum score	: $23 \times 4 = 92$
c. Range	: $92 - 23 = 69$
d. Number of categories	: 5
e. Interval for each category	: $\frac{Range}{Category} = \frac{69}{5} = 14$ (rounded off)

**Table 6
Categorization of Self-Regulated Learning**

No.	Score	Frequency	Percentage Fr	Category
1	> 79	0	0%	Very high
2	> 65-79	7	23.33%	High
3	> 51 - 65	21	70%	Moderate
4	> 37 - 51	2	6.66%	Low
5	23 - 37	0	0%	Very low
amount		30		

Based on the table above, it can be seen that self-regulated learning of students of class VI B SD Takhassus Al-Quran Kalibeber Wonosobo is in the very high category

with a frequency of 0 respondents (0%), in the high category with a frequency of 7 respondents (23.33%), in the medium category with a frequency of 21 respondents (70%), in the low category with a frequency of 2 respondents (6.66%), in the very low category with a frequency of 0 respondents (0%). Thus, it can be concluded that self-regulated learning of class VI B students of SD Takhassus Al-Quran Kalibeber Wonosobo are moderate, namely 70%.

In the next step, the researcher conducted source triangulation. Source triangulation compares or rechecks the confidence level of information obtained through different sources (Bachri, 2010). The researcher checked the compatibility of the information obtained from quantitative data collection with qualitative data collection and compared what was said by the public with what was said in private through in-depth interviews to obtain information and explore in-depth information about self-regulated learning of learners. The researcher interviewed several students based on the scores obtained from the scale results of self-regulated learning, those are three students who had the highest score and three students who had the lowest score.

The results of this study argue that children who are cared for by their parents have different behavior from children who are not raised by their parents or are in a family that is not harmonious. Good parenting makes children have good personalities and are liked by the surrounding environment. Meanwhile, parents with the wrong upbringing create children with bad characters and tend to be problematic (Langi & Talibandang, 2021). However, the results of this study indicate that children with highly self-regulated learning are not children who come from intact and harmonious families but from broken homes, lack family intimacy, and lack parental supervision. They can set educational goals, create lesson plans, motivate themselves, control attention, use flexible learning strategies, self-monitor, seek appropriate help, and learn to self-evaluate. This finding shows that parenting does not directly affect a person's self-regulated learning but is bridged by self-efficacy and intrinsic value (Yusridhawati, 2017), so the results of this study can motivate those who have intact and harmonious families to increase learning independence and achieve superior achievements because those whose families are not entire can develop well in the field of education.

The results of the study above explain that it is not always the pesantren environment or far from parents that result in disrupted self-regulated learning so that indications of impaired metacognition, motivation, and even learning achievement are inaccurate. Even the low interpersonal and intrapersonal skills of students shown by students who tend to be quiet, difficult to get along with peers, bullying, and some students have low ability to understand lessons, which can affect their learning achievement, are not entirely true. Some even have good self-regulated learning, with less harmonious family backgrounds. A good level of self-regulated learning can affect learning outcomes, and SRL significantly influences academic performance (Gestiardi & Maryani, 2020). The indicators seen from some of these students show that students have self-awareness of the need for knowledge for their own needs as students. They can focus their attention on ongoing learning, evaluate and monitor themselves in education, make lesson plans, and have the enthusiasm to achieve learning goals. Based on this description, it can be understood that students

who have high self-regulated learning also have exemplary achievements. So that children who are far from their parents or families who are not in harmony do not necessarily result in children becoming problematic or low in academics, but they are still able to develop in their learning environment well and even excel.

E. Conclusion

Based on the discussion and analysis results, it can be concluded that students' independent learning is in the medium category, which is 70%. The level of independent learning of Class VI B SD Takhasus Al-Quran Kalibeber Wonosobo is in the very high category with a frequency of 0 respondents (0%), in the high category with a frequency of 7 respondents (23.33%), in the medium category with a frequency of 21 respondents (70%), in the low category with a frequency of 2 respondents (6.66%), in the very low category with a frequency of 0 respondents (0%). This is supported by the results of observations which show that students have self-awareness of the need for self-regulated learning and knowledge for their own needs as learners. They can also focus on ongoing learning, can evaluate and monitor themselves in learning, make lesson plans, and have a passion for achieving learning goals. The data also shows that pesantren and children who are far from their parents do not have a significant impact on self-regulated learning. Some even have high self-regulated learning and have exemplary achievements based on the indicators above.

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