
Strengthening Students' Learning Independence through Self-Regulated Learning in Islamic Boarding School Environments

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Abstract

This study aims to analyze the implementation of Self-Regulated Learning to strengthen students' learning independence at Darul Khoir Islamic Boarding School. The study used a qualitative, case-study approach. Data collection techniques included observation, interviews, and documentation of the boarding school caretakers, ustadz, administrators, and students. Data analysis used the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that first, the implementation of Self-Regulated Learning is carried out through the habituation of students in preparing study schedules, determining academic and memorization targets, managing study time, and conducting independent learning evaluations. Second, supporting factors for strengthening learning independence include a disciplined boarding school environment, support from ustadz, religious culture, and social interaction between students, while obstacles found include dependence of some students on the ustadz's direction, low time management skills, and the influence of social media on learning focus. Third, the implementation of Self-Regulated Learning has positive implications for students' academic development and character, including increased motivation to learn, critical thinking skills, discipline, responsibility, and self-confidence. This research shows that Self-Regulated Learning is an effective approach in building independent learning among students in Islamic boarding schools.

Keywords

Self-Regulated Learning, independent learning, students, Islamic boarding schools, Islamic education.



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INTRODUCTION

Islamic boarding school education has an important role in shaping the character, morals and intellectual abilities of students as the next generation of the nation (Rahman, 2020). In the midst of the development of the modern world of education, Islamic boarding schools not only function as institutions for transmitting religious knowledge, but also as centers for developing independent learning for students (Anta et al., 2025; Mita Silfiyasari & Ashif Az Zhafi, 2020). Learning independence is a crucial aspect of education because it relates to students' ability to consciously, disciplinedly, and responsibly manage their learning process. In the context of 21st-century education, independent learning skills are essential for students to adapt to the rapid developments in science, technology, and social change (Lestari, 2021; Zalnur et al., 2024). Therefore, Islamic boarding schools are required to be able to develop learning strategies that can strengthen the students' abilities to manage learning activities independently and sustainably. In general, the concept of Self-Regulated Learning (SRL) is understood as an individual's ability to regulate, control, and evaluate their own learning process through motivation management, learning strategies, time management, and self-reflection. This approach positions students as active subjects in learning, not merely passive recipients of material (Karlen et al., 2020; Nadhif, 2020). In modern educational practice, self-regulated learning has been widely applied to improve learning motivation, academic discipline, critical thinking skills, and student responsibility for their learning achievements. This concept is relevant in Islamic boarding schools (*pesantren*) because the students' busy schedules, time management, and demands of both religious and general learning require strong self-management skills (Kitsantas et al., 2025; Suci & Razak, 2024).

Field research shows that many students still struggle to develop independent learning patterns. Some students remain highly dependent on the guidance of religious teachers (*ustadz*) or Islamic boarding school administrators to complete their assignments. Furthermore, the development of digital technology and social media has also impacted students' focus on learning, leading to a decline in concentration and academic discipline (Patimah, 2021; Viberg et al., 2026). Many students experience boredom due to the busy activities at the Islamic boarding school, which are not accompanied by the ability to develop effective learning strategies. This situation demonstrates that strengthening students' learning independence is not sufficient simply through the implementation of Islamic boarding school discipline but also requires an approach that builds students' internal awareness in managing their own learning process.

Another problem that arises in the Islamic boarding school environment is the less than optimal implementation of learning strategies that are specifically oriented towards the development of Self-Regulated Learning (Thoyibah et al., 2024). Learning in Islamic boarding schools still tends to use an instructional approach that is centered on the teacher or *ustadz*, so that the opportunities for students to develop their self-reflection skills, learning planning, and independent learning evaluation are still limited (Fauzan & Muslimin, 2018). On the other hand, independent learning skills are essential so that students not only understand the material but also develop academic responsibility, intrinsic motivation, and the ability to solve problems independently. If this condition is not given serious attention, it will result in poor learning quality and suboptimal development of students' potential in the Islamic boarding school environment. As a solution to this problem, the Self-Regulated Learning approach can be an effective strategy for strengthening students' learning independence. Through this approach, students are trained to develop the skills of setting learning goals, managing their time, selecting appropriate learning strategies, monitoring their learning progress, and conducting self-evaluations of their achievements (Imania et al., 2022; Mardhatillah et al., 2025). The implementation of Self-Regulated Learning in Islamic boarding schools can also be integrated with the values of discipline, responsibility, and spirituality that have become part of the culture of Islamic boarding school education. Thus, strengthening independent learning is not only oriented towards academic achievement, but also the development of independent, disciplined, and responsible student characters in their daily lives. This research is important because strengthening independent learning in students is an urgent need to face the challenges of modern education. Amidst technological developments and changes in the learning patterns of the younger generation, Islamic boarding schools need to innovate in learning so that students can become active and independent learners. Furthermore, research on Self-Regulated Learning in Islamic boarding schools is still relatively limited, especially those that examine its implementation in the context of students' daily lives in Islamic boarding schools (Jamaludin et al., 2022). Therefore, this research has an urgency to provide theoretical and practical contributions in the development of learning models based on independent learning in Islamic boarding schools.

This study aims to analyze the ways in which students' learning independence is strengthened through the Self-Regulated Learning approach at Darul Khoir Islamic Boarding School. Furthermore, it also aims to identify strategies for implementing Self-Regulated Learning,

the supporting and inhibiting factors, and its implications for students' academic development and character. This research aims to provide a comprehensive overview of the importance of developing students' learning independence in an Islamic boarding school environment.

The novelty of this research lies in its focus on integrating the concept of Self-Regulated Learning with the culture of Islamic boarding schools (*pesantren*) to foster students' independent learning. This research not only discusses the theoretical aspects of Self-Regulated Learning but also examines its contextual implementation in the lives of students in Islamic boarding schools. Furthermore, this research offers a new perspective: strengthening students' independent learning can be developed through a synergy between modern self-management strategies and the spiritual values, discipline, and culture of Islamic boarding schools. Therefore, this research is expected to provide new contributions to the development of Islamic education studies and learning innovation in Islamic boarding schools.

METHOD

This research uses a qualitative approach with a case study approach. It aims to gain a deeper understanding of the strengthening of students' learning independence through Self-Regulated Learning at Darul Khoir Islamic Boarding School. The qualitative approach was chosen because it focuses on the processes, experiences, and meanings that emerge from the implementation of Self-Regulated Learning within the Islamic boarding school environment. Through this approach, researchers can obtain in-depth, contextual data that aligns with the social realities of the field (Rukajat, 2018; Sugiyono, 2016). The research location was Darul Khoir Islamic Boarding School, with subjects including the Islamic boarding school supervisor, religious teachers (*ustadz*), Islamic boarding school administrators, and students involved in the learning process. Informants were selected using a purposive sampling technique, selecting informants based on specific considerations, who are considered to understand and be directly involved in strengthening students' learning independence through the Self-Regulated Learning approach.

Data collection techniques in this study were carried out through observation, interviews, and documentation. Observation was used to directly observe learning activities, student learning patterns, discipline, and the implementation of Self-Regulated Learning in the Islamic boarding school environment. In-depth interviews were conducted with caretakers, *ustadz*, administrators, and students to obtain information regarding strategies for strengthening learning independence, supporting and inhibiting factors, and the impact of the implementation of Self-Regulated Learning.

Meanwhile, documentation was used to supplement the data in the form of student activity schedules, Islamic boarding school regulations, learning activity archives, activity photos, and other documents relevant to the research.

The data analysis technique uses the Miles and Huberman interactive model which includes three stages, namely data condensation, data presentation, and drawing conclusions (Miles et al., 2014). Data condensation was carried out by selecting, focusing, and simplifying data relevant to the research focus. Next, the data was presented in descriptive narrative form for easy understanding and analysis. The final stage, drawing conclusions, was carried out gradually based on the research findings in the field, resulting in valid conclusions that align with the research objectives. To maintain data validity, this study employed source triangulation and technical triangulation techniques. Source triangulation was carried out by comparing information from various informants, while technical triangulation was carried out by comparing the results of observations, interviews, and documentation. Furthermore, the researcher also double-checked the data with informants to ensure the research results had a high level of credibility. With this research method, it is hoped that a comprehensive understanding of strengthening students' learning independence through Self-Regulated Learning in Islamic boarding schools will be obtained.

DISCUSSION

Implementation of Self-Regulated Learning in Strengthening Students' Learning Independence

The implementation of Self-Regulated Learning at Darul Khoir Islamic Boarding School is a crucial strategy for fostering independent learning among students amidst the increasingly dynamic nature of Islamic boarding school education. The concept of Self-Regulated Learning positions students as active participants in the learning process, enabling them not only to passively receive material from the teacher but also to develop the ability to manage, plan, and evaluate their own learning process (Sabiq, 2022; Sulaiman et al., 2016). In practice, the implementation of this approach can be seen through various daily activities of students which are directed at building academic responsibility and independent learning discipline.

Based on field observations, students are accustomed to creating their own personal study schedules outside of formal Islamic boarding school activities. This schedule includes time for memorizing, studying religious texts, completing school assignments, and reading additional references. This habituation aims to empower students to prioritize their learning according to their individual academic needs. Furthermore, students are also guided to determine learning targets,

including memorizing the Quran, understanding Islamic texts, and achieving academic success in formal school. With these targets, students become more focused and have internal motivation to achieve better learning outcomes. In the learning process, the ustadz (teacher) not only serves as a transmitter of material but also as a facilitator, guiding students to learn independently (Kartiwan et al., 2023; Napratilora, 2021). The ustadz provides opportunities for students to seek additional learning resources, engage in group discussions, and present their understanding to the class. This strategy demonstrates that learning in Islamic boarding schools is shifting from a teacher-centered to a student-centered approach. Through this process, students learn to develop critical thinking skills, problem-solving skills, and evaluate their own understanding of the material being studied.

The implementation of self-regulated learning is also evident in the students' ability to control their motivation and discipline in learning. The busy schedule of activities at Islamic boarding schools demands that students have good time management skills. Students must be able to divide their time between religious activities, formal schooling, religious study, memorization, and social activities within the boarding school environment. This indirectly trains students to take responsibility for their learning activities (Puji et al., 2025; Syahrudin et al., 2025). Students who are able to manage their time well tend to have higher academic achievements and adaptability compared to students who still depend on the direction of administrators or ustadz. Interviews with several students revealed that implementing self-regulated learning helped them gain confidence in their studies. Students felt more capable of understanding the material independently because they were accustomed to finding solutions to learning difficulties. Furthermore, group discussions and self-study evaluations encouraged students to be more active in expressing their opinions and to have the courage to ask questions when they encountered difficulties (Pratiwi, 2021). This shows that Self-Regulated Learning not only has an impact on academic improvement, but also shapes the self-confident character and communication skills of students.

An analysis of the implementation of Self-Regulated Learning in Islamic boarding schools (pesantren) shows that this approach has strong relevance to the educational culture of Islamic boarding schools. The values of discipline, responsibility, and independence, which are traditional in Islamic boarding schools, support the development of students' self-regulation skills. The structured nature of Islamic boarding school life makes students accustomed to carrying out activities according to a predetermined schedule. This environment is crucial for developing self-management skills and controlling learning behavior (Putri, 2024; Rizqietia et al., 2025). However,

the implementation of self-regulated learning in Islamic boarding schools also faces several challenges. Not all students have the same ability to organize learning strategies and maintain consistent motivation. Some students still rely on the guidance of their teachers, especially in understanding difficult material. Furthermore, the busy schedule of Islamic boarding schools sometimes causes students to become fatigued, thus affecting the effectiveness of independent learning. The influence of technology and social media also poses challenges, as they can reduce students' focus if not properly managed.

Nevertheless, the implementation of Self-Regulated Learning at Darul Khoir Islamic Boarding School continues to have a positive impact on strengthening students' learning independence. This approach is able to shape students who are more disciplined, responsible, active, and have a high level of learning awareness. Thus, Self-Regulated Learning is not only a learning strategy but also a crucial part of developing the character of independent students who are ready to face the challenges of education and social life in the future.

Supporting Factors and Obstacles to Strengthening Students' Learning Independence

Strengthening students' learning independence through the Self-Regulated Learning approach at Darul Khoir Islamic Boarding School is influenced by various interrelated factors, both supporting and inhibiting. The success of implementing Self-Regulated Learning is determined not only by the individual students' ability to manage their learning process, but also by the educational environment, the pesantren's development patterns, and the learning culture that develops within it (Malik et al., 2011; Sari, 2017). Therefore, analysis of supporting factors and obstacles is important to understand the extent to which the process of strengthening learning independence can run effectively in the Islamic boarding school environment. One of the main supporting factors in strengthening students' learning independence is the disciplined and structured environment of Islamic boarding schools. Islamic boarding school life has a regular schedule of activities, from waking up in the morning, congregational worship, formal learning, religious study, and evening activities. This environment shapes the students' lifestyle, which is accustomed to time management and responsibility for daily tasks. In the context of Self-Regulated Learning, this discipline is a crucial foundation because students are trained to organize their learning activities independently according to their desired goals. Students who are accustomed to a disciplined lifestyle tend to more easily develop time management skills and self-control in their studies.

In addition to a disciplined environment, the support of the ustadz is also a crucial factor in

fostering students' independent learning. Interviews revealed that ustadz not only act as teachers but also as mentors and motivators, encouraging students to be active in the learning process. They provide guidance on learning strategies, encourage students to engage in discussions, and provide opportunities for them to express their understanding independently. This approach creates a more participatory learning environment and provides space for students to develop self-confidence and critical thinking skills. The ustadz's role as a facilitator is crucial because it helps students understand that learning is not only an obligation but also a necessity for self-development.

The religious culture in Islamic boarding schools also serves as a supporting factor, strengthening the students' sense of responsibility and learning awareness. Islamic values such as discipline, sincerity (*mujahadah*), sincerity, and responsibility are instilled in the students' daily lives. These values foster intrinsic motivation, encouraging them to study diligently without constant supervision (Asmaun, 2009; Ihsan et al., 2021; Muhammad, 2015). From a self-regulated learning perspective, intrinsic motivation is a crucial element because it determines an individual's ability to maintain a passion for learning and independently achieve academic goals. Thus, the religious culture of Islamic boarding schools plays a significant role in fostering students' self-regulation in the learning process.

Another supporting factor is social interaction among students through group discussions and study activities. The collective life at the Islamic boarding school allows students to help each other understand the material and memorize it. Group discussions not only improve academic understanding but also help students learn to express opinions, accept feedback, and evaluate their own thinking. These activities indirectly train self-reflection and learning evaluation skills, which are part of Self-Regulated Learning. Furthermore, having peers who are enthusiastic about learning also provides social motivation that can increase students' learning awareness (Irodati, 2022; M., 2015). Despite various supporting factors, this study also identified several obstacles to strengthening students' learning independence. One major obstacle is the persistence of high dependency on the guidance of the religious teacher. Some students are not yet accustomed to taking the initiative to learn independently and tend to wait for explanations or direct instructions from the teacher. This situation indicates that each student's self-regulation abilities vary depending on their educational background, learning experience, and level of motivation (Manullang et al., 2021; Ridwan, 2019).

Another obstacle is the low time management skills of some students. The dense activities of

Islamic boarding schools make it difficult for some students to divide their time between studying, praying, resting, and other social activities. As a result, some students are less than optimal in completing assignments or conducting regular learning evaluations. In the theory of Self-Regulated Learning, time management skills are a crucial aspect because they are related to the effectiveness of achieving learning goals. When students are unable to manage their time effectively, the process of developing independent learning is also less than optimal. Furthermore, the influence of social media and digital technology also hinders strengthening independent learning among students. Although technology can be utilized as a learning resource, excessive use of social media often reduces students' focus and concentration. Some students admit to having difficulty controlling their device use, resulting in reduced study time. This indicates that technological developments require supervision and guidance to prevent hindering the process of developing independent learning character in Islamic boarding schools.

Based on this analysis, it is clear that the success of strengthening students' learning independence through Self-Regulated Learning is influenced by the synergy between the Islamic boarding school environment, the support of the religious teachers, the religious culture, and the students' individual motivation. However, various obstacles that arise also need to be addressed so that Islamic boarding schools can develop more effective coaching strategies to continuously improve students' self-regulation and learning independence.

Implications of Self-Regulated Learning on the Academic Development and Character of Students

The implementation of Self-Regulated Learning at Darul Khoir Islamic Boarding School has significant implications for the academic development and character development of students. This approach not only helps students improve their independent learning abilities but also fosters more responsible mindsets, attitudes, and behaviors in their daily lives. In the context of Islamic boarding school education, learning success is measured not only by academic achievement but also by the development of disciplined, independent, and morally upright students. Therefore, the implementation of Self-Regulated Learning is relevant because it integrates academic development with character development simultaneously.

From an academic perspective, the implementation of Self-Regulated Learning has made students more active in the learning process. Observations have shown increased participation in discussions, Q&A sessions, and class presentations. Students no longer simply wait for explanations

from the teacher but instead take the initiative to seek additional references, take notes on key learning points, and develop their own understanding (DuFour & Eaker, 1998; Mufarokah, 2020). This condition indicates a shift in learning patterns from a passive one to a more active and participatory one. In Self-Regulated Learning theory, this change demonstrates the development of self-regulation skills, which include planning, monitoring, and evaluating the learning process. Furthermore, the implementation of Self-Regulated Learning also increases students' motivation to learn. Students who are accustomed to setting learning targets and organizing learning strategies tend to have a higher awareness of the importance of education. Motivation to learn no longer arises solely from the demands of the teacher or the rules of the Islamic boarding school, but develops from the students' internal awareness to achieve academic success and improve their quality of life. This is evident in the students' increased commitment to learning, memorizing material, and completing assignments on time. This intrinsic motivation is a crucial factor in improving the quality of learning because students learn of their own volition, not merely because of formal obligations.

Another academic implication is seen in the students' improved critical thinking skills. During group discussions and presentations, students become accustomed to analyzing material, presenting arguments, and responding to the opinions of their peers. This process trains students to understand issues more deeply and develops problem-solving skills. Students also become more confident in expressing their opinions and asking questions when they encounter difficulties understanding the material (Idham, 2021; Marlina, 2022). This courage demonstrates an increase in self-confidence, which was previously low among some students. Thus, Self-Regulated Learning not only improves technical academic abilities but also helps develop students' communication and social interaction skills. In addition to academic development, the implementation of Self-Regulated Learning also has significant implications for the development of students' character. One of the most visible character traits is increased discipline in carrying out daily activities. Students become more accustomed to managing their study schedules, utilizing free time for beneficial activities, and completing responsibilities without constant supervision from ustadz or boarding school administrators. This discipline is an important part of Islamic boarding school life because it supports the creation of an orderly and productive learning culture.

The character of responsibility is also developed through the implementation of Self-Regulated Learning. Students begin to understand that success in learning depends heavily on their own effort and dedication. This awareness makes them more serious in carrying out academic tasks

and other Islamic boarding school activities. Furthermore, students learn to accept the consequences of every action they take, such as failing to achieve learning targets or breaking established schedules. This sense of responsibility is an important foundation for developing an independent and mature character. Another implication is the development of a hard-working attitude and self-control. The busy life of an Islamic boarding school demands that students have mental resilience and self-control to stay focused on their learning goals. Through Self-Regulated Learning, students are trained to manage their emotions, maintain motivation, and avoid behaviors that can disrupt the learning process. This self-control is crucial, especially amidst the development of technology and social media, which often become distractions for students in their studies.

Research analysis shows that the implementation of Self-Regulated Learning significantly contributes to establishing a balance between academic ability and character development in students. Islamic boarding school education not only produces students who are intellectually intelligent, but also possess disciplined, responsible, and self-managing personalities. Therefore, Self-Regulated Learning is an effective approach in supporting the goal of Islamic boarding school education to produce a generation that is independent, knowledgeable, and virtuous.

CONCLUSION

Based on the results of research on strengthening students' learning independence through Self-Regulated Learning at Darul Khoir Islamic Boarding School, it can be concluded that first, the implementation of Self-Regulated Learning has been applied through habituating students in preparing study schedules, determining academic and memorization targets, managing study time, and conducting independent learning evaluations. This implementation is supported by the role of the ustadz as a learning facilitator who provides space for students to actively discuss, seek references, and develop critical thinking skills so as to form a culture of independent learning in the Islamic boarding school environment. Second, strengthening students' learning independence is influenced by interrelated supporting factors and obstacles. The main supporting factors come from the disciplined Islamic boarding school environment, religious culture, support from the ustadz, and social interactions between students that encourage independent learning motivation. Meanwhile, obstacles found include students' continued dependence on the ustadz's direction, low time management skills among some students, and the influence of social media that reduces learning focus. In addition, the dense activities of the Islamic boarding school also pose a challenge

in the optimal implementation of Self-Regulated Learning. Third, the implementation of Self-Regulated Learning has positive implications for the academic development and character of students. Academically, students become more active, confident, highly motivated to learn, and able to think critically and complete assignments independently. Character-wise, this approach fosters discipline, responsibility, hard work, and self-control in daily life. Thus, Self-Regulated Learning is an effective approach in supporting the development of independent, high-achieving, and well-mannered students within the Islamic boarding school environment.

This study is limited by its scope, which was conducted only at Darul Khoir Islamic Boarding School, so the results cannot be generalized to all Islamic boarding schools. Furthermore, this study focused more on a qualitative approach, thus not quantitatively measuring the success rate of Self-Regulated Learning. Therefore, future researchers are advised to conduct broader research, employ mixed methods, and examine the influence of Self-Regulated Learning on students' academic achievement in greater depth.

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