

## The Learning Patterns of Self Regulated Learning in Increasing Achievement of Recipient Students KIP Scholarship Period 2020/2021 PAI Program Faculty of Tarbiyah IAIN Bone

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### Abstract

This research discusses the problem of self-regulated learning for the student achievement of KIP scholarship recipients for the 2020/2021 period of the Islamic Education Study Program, Faculty of Tarbiyah IAIN Bone. The objectives of this research are to identify self-regulated learning, to identify the efforts to improve academic and non-academic achievement, and to identify barriers that affect academic and non-academic achievement.

This research uses a research methodology, namely the type of research that uses qualitative research to describe an event. The research approaches are sociological, pedagogical, and psychological approach. The data collection methods include observation, interview, and documentation. The data collection and analysis techniques used are data collection as well as data display, data reduction, and data triangulation.

The results of self-regulated learning of the students in improving academic and non-academic achievements show that the first uses three aspects, namely aspects of metacognition with repetition, elaboration, and organizational strategies. The second, the self-elaboration aspect, includes extrinsic self-talk, relative ability, and situational interest enhancement. The third is the barriers. There are two factors: internal factors, including physical factors (intelligence), physical factors (attitude and psychomotor), and external factors, including family/parents, lecturers, and other activities.

### Keywords

Learning Patterns; Self Regulated Learning; KIP achievement

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## 1. INTRODUCTION

Self Regulated Learning is a term in Western culture that is a process in which students carry out strategies by regulating their cognition, metacognition, and motivation (Kamalia & Andriansyah, 2021). In other words, learning independence and strong self-awareness are needed for students in various aspects. For students living in an individualist culture, self-awareness will be easy to understand. In this culture, people are used to expressing who they are and their hopes, desires, and objections to other people and their environment. Thus, in thinking and behaving, it is based on full awareness of who he is.

In contrast to the people in the individualist cultures, in Indonesia, which belongs to a collective culture, few students experience difficulties describing who they are. Understanding oneself is often confused with status and relationships with other people around them (Titik Kristiyani, 2016). The lack of clarity in the student's understanding of themselves in this collective culture certainly impacts students not being able to regulate their cognition, metacognition, and motivation easily. In other words, ignorance of the context students are in is an important thing that must be done so that education can achieve its goals.

The aim of education, both at the national and international levels, is to optimize all aspects of student development. Efforts are being made to facilitate the development of students who will become lifelong learners. To become lifelong learners, students are expected to have the basic skills for learning that will be used in various contexts in the future.

In education, Self Regulated Learning has a very significant influence, especially for students. Pekrun, Goetz, Titz & Perry have examined how Self Regulated Learning affects academic emotions, which can ultimately affect emic achievement (Pekrun R, Goetz T, Titz W, dan Perry. R.P, 2002).

In addition, self-regulated learning is very important for many adults. The problems ranged from simple to complex, such as changing the due to the appropriateness. The students usually fail in academic achievements. Students can then feel frustrated with coursework, requiring new learning to be initiated and self-directed. Even in today's learning, one aims to free students from their need for lecturers so they can independently (self-regulated learning).

According to human social cognition, it is the result of an interdependent causal structure from personal (person), behavior (behavior), and environmental (environment) aspects. These three aspects are determinants of self-regulated learning (A, 1986). These three determinant aspects were interrelated caused and the effect, where the people can try to regulate themselves (self-regulated). The results are in the form of performance and behavior, and this behavior has an impact on environmental changes and so on.

Self-regulated learning is not a mental ability or academic performance skill but a self-directed process in which the students can transform their mental abilities into academic skills. Learning is seen as an activity in which students do something for themselves proactively, namely having full awareness of their strengths and weaknesses to assign learning tasks (Zimmerman, 2002) personally. The activities to regulate the thoughts and learning processes in Self Regulated Learning require metacognition knowledge. Three important skills must be mastered for this are planning, monitoring, and evaluating. In other words, Self Regulated Learning is a combination of the skills and will of a person.

Self-regulated learning is one of the things that play a role in the achievement of students or students. Many studies have proven that self-regulated learning has a crucial role in academic and non-academic performance, where the better the ability of self-regulated learning, the better the academic and non-academic achievements achieved by students or students.

The positive influence of self-regulated learning is visible in learning outcomes in the schools of

conventional subjects but also in learning outcomes for certain skills. For example, students with low achievement tend to have good numeracy skills in the long run when their self-regulated learning is improved. It appears that self-regulated learning helps the various kinds of students with their backgrounds, whatever they have to get the maximum learning results (Titik Kristiyani, 2016).

Another finding belongs to the study of Patel et al. To explain that the students who struggle harder in learning do not apply self-regulated learning principles in their learning process. This can make the students fail to have solutions that are appropriate to their learning difficulties and tend to apply maladaptive problem-solving strategies to failure in learning.

Academic achievement has long been studied that has attracted various research findings in educational psychology because academic achievement is one measure of one's success in the academic world (F.O, 2002). Academic achievement, both at the basic and advanced levels, is a problem that is always considered important in education. Academic achievement is important in various aspects of life with anxiety, self-esteem, and optimism. The high-achieving students also have a strong interest in science compared to low-achieving students.

Self-regulated learning is also needed for the learning process, which requires great independence. Hu and Driscoll found that distance learning uses internet learning that minimizes the presence of mentors and facilitators (F.O, 2002). Consequently, monitoring the student's attitudes and behavior in learning is also almost nonexistent. The students must have good self-regulated learning to help them stay focused and independent in the learning to get the maximum learning results.

One of the tertiary institutions, namely the State Islamic Institute (IAIN) Bone, is the student who has received a KIP scholarship for the Islamic Religious Education Study Program, Faculty of Tarbiyah IAIN Bone. Based on the data obtained by prospective student researchers who received KIP scholarships for the Islamic Religious Education Study Program, there were 67 students from 2020/2021. In this case, students receiving KIP scholarships in their studies must improve their academic and non-academic achievements. Therefore, it is necessary to have self-regulated learning independence.

In terms of academic achievement, students carry out learning activities without planning, monitoring, controlling, and evaluating their learning. As a result: 1) problems in completing paper assignments given by the lecturers, the students who self-regulated learning work by looking for various references related to the title of the paper provided, while students who do not apply self-regulated learning work on papers by copying and pasting other people's writings (and to give names), 2) students who implement self-regulated learning learn not only while in the room but also study in the room such as participating in the non-academic activities on campus, studying in the library, attending seminars and workshops, while those students who do not apply it are the opposite. , 3) students who apply self-regulated learning try to develop their skills, while those who do not do the opposite.

This phenomenon indicates that there are still many students who do not have the ability and skills to regulate themselves in learning properly, which may affect their low academic achievement (IP)(Eshel & Kohavi, 2003a). Even though the adult phase, in theory, should have had good self-regulated learning. Furthermore, a student can be said to have carried out self-regulated learning if the student has regulated his behavior and cognition more systematically, processes and integrates knowledge, repeats information to remember, develops and maintains positive beliefs about learning capacity, and can anticipate outcomes (outcomes) of the actions, they have taken.

Meanwhile, in improving non-academic achievements, students who receive KIP scholarships happen on the skills aspect, for example, joining organizations according to their abilities or skills, joining organizations according to the needs of each study program in supporting student creativity, participating in scientific writing competitions, sports, and art. In this ca, students realize the importance of self-regulated learning(Broadbent & Poon, 2015).

Based on the problems and solutions described, which are still fundamental and in the form of an overview. For this reason, prospective researchers will conduct in-depth follow-ups in a study. Therefore, this research is very necessary to obtain a comprehensive, objective, and justifiable conclusion to benefit the development of science. The following is data on student recipients of the KIP PAI Study Program, Faculty of Tarbiyah IAIN Bone.

**Tabel 1.** Mahasiswa Prodi Pendidikan Agama Islam

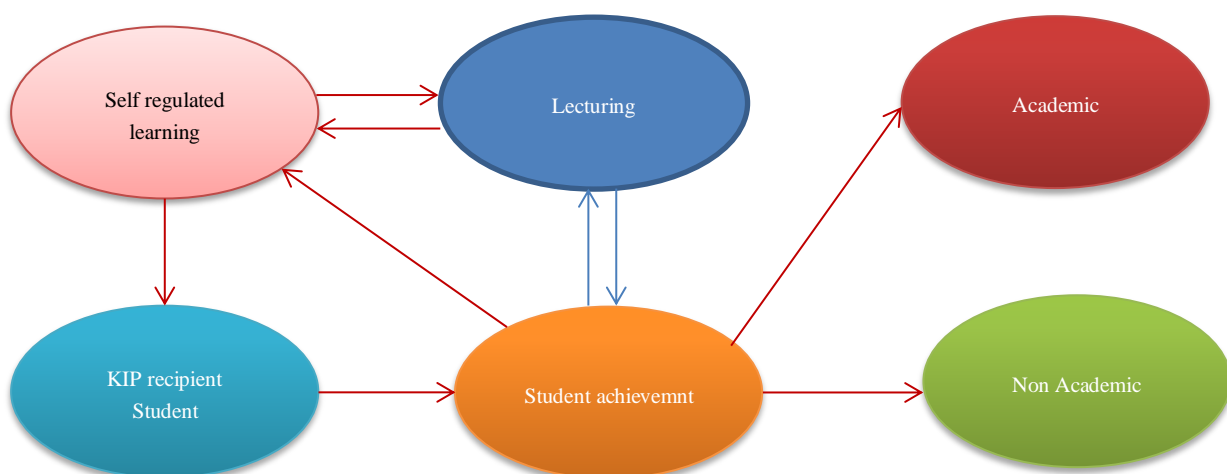
No	Tahun	Jumlah Mahasiswa						Jumlah
		KIP 1	KIP 2	KIP 3	KIP 4	KIP 5	KIP 6	
1	2018	27	25	27	23	26	26	154
2	2019	28	28	29	27	25	27	164
3	2020	34	33	33	33	28		161
4	2021	24	24	24	24	24	24	146
Jumlah								625

Based on the table above shows that the Islamic Religious Education Study Program, Faculty of Tarbiyah IAIN Bone, shows the number of students from 2018 to 2021 from each group 625 students. Students who receive KIP scholarships only in 2020/2021, with a total of 67 students.

## 2. METHODS

This research was conducted to look in more detail at the achievements of the students receiving KIP scholarships within on Tarbiyah Faculty of IAIN Bone. This study uses qualitative research. The case in this study was students who received KIP scholarships for 2020-2021, with the research variable being the Self Regulated Learning pattern in supporting student achievement. This research will clearly describe the independent learning (self-regulated learning) of the students who receive KIP scholarships in the PAI Study Program, Tarbiyah Faculty, IAIN Bone. This research is used to answer the statements about what and how an incident happened and report the results as they are. Through this qualitative research, it is hoped that there will be an overview of actuality, social reality, and perceptions of the target for prospective researchers.

The research procedure to be carried out can be seen in the following flow chart:



### 3. FINDINGS AND DISCUSSIONS

#### *Student Independence (Self-Regulated Learning) KIP Scholarship Recipients Period 2020/2021 PAI Study Program Faculty of Tarbiyah IAIN Bone*

Students who study based on self-regulation/self-learning. Besides going through the learning phases above, one must also be able to apply various independent learning strategies. Some strategies that students often use are found as follows:

#### *Cognition Strategy*

Cognitive strategies are a method used by students to learn the material or gain a deep understanding of the material. The purpose is to obtain information or skills related to the agency, goals, and perceptual instruments. The scholarship recipients of the KIP Faculty of Tarbiyah IAIN Bone use cognitive strategies to control or regulate, including various cognitive and metacognitive activities that individuals engage in to adapt and change their cognition (Yusuf, 2011a). Strategies to regulate cognition includes:

#### *Rehearsal Strategies*

This includes efforts to remember material by repeating it over and over again. Yuliana Safitri Student of the Islamic Religious Education Study Program/4 Semester 4, said that:

The repetition strategy used in independent learning, in this way, any material that I get in the learning process, whether given by the lecturer, input from friends, or material that I get through reading in the library, journals, and articles related to the learning material that I study, I do this to repeat the information that I get, other than that the information must be repeated over and over again so it doesn't get lost easily (Yuliana Safitri, Student; Interview).

Based on the interview above, it can be understood that self-regulated learning requires the repetition strategies students use to connect the new information with prior knowledge (Broadbent & Poon, 2015b). The repetition strategy is divided into two parts: the simple repetition strategy by repeating reading material and the complex repetition strategy by underlining and making the notes in the margins. The repetition strategy is one of the methods the students use by repeating the subject of matter many times to find the meaning of the new information obtained.

The repetition strategy is a strategy that I use in independent learning. With this strategy, any material or information that I get during the learning process and material or information that I get in libraries, journals, and articles related to the material that I study must be applied so that material/information is stored in memory by repeating it when returning home. (Nur Aulia, Student Interview).

Furthermore, it can be understood that the repetition strategy can be done by silently reading the subject matter you want to memorize or reading the material aloud (Zimmerman, 1990a). This method can be done so that material that has been read will be stored in memory if repeated frequently. The strategy is carried out in two ways, namely, as said by Asriani, a student of the Islamic Religious Education Study Program/4 semester 4, said that:

Independent learning (self-regulated learning) requires repetition strategies, and this must be done in two ways, namely simple, which is done only by reading the material being studied repeatedly, and complex strategies, namely giving lines to material that is considered important.

The simple repetition strategy is carried out by simply reading the material being studied repeatedly at a loud volume. Still, in reality, the students cannot remember the lesson just by reading it. So a strategy of repeating the first complex is needed by underlining the material that is considered important because it will help the students memorize faster and make it easier to connect the new

information with existing knowledge (Pekrun et al., n.d.). The second is by giving side notes complementary to the first method, namely underlining. The strategy of repeating this must always become a habit in acquiring the knowledge, as Asvira, a student of the Islamic Religious Education Study Program/6 semester 2, that:

The strategy that I use in independent learning is of t is repetition strategy. This is very important because the knowledge gained from the lecturers and friends, reading books, attending seminars, and reading journals and articles must be repeated. After all, the knowledge gained can be lost if there is no habit of repeating.

From the results of the interviews, it can be seen that self-regulated learning uses a repetition strategy. Students are considered independent in learning if they apply the repetition strategy to the information obtained from the learning process in class, reading books in the library, articles, and journals, or online or offline (Zimmerman & Pons, 1986). The students can do this in two ways, namely simple repetition and complex repetition. The elaboration strategy reflects "deep learning" by summarizing material using one's own words. Riska Student of Islamic Religious Education Study Program/2 semester 2 said that:

Student independence (self-regulated learning) after carrying out the learning process, of course, there is a lot of knowledge that comes in, to re-understand what is obtained may be difficult, so the method I take is to make a summary of the material according to the sentences that I understand from the knowledge that I get. This method makes it easier for me to recall the material presented by the lecturer and the results of reading the books, journals, and articles.

Based on the description above, it can be understood that the students in independent self-regulated learning, besides implementing the repetition strategies, also apply elaboration strategies. The elaboration strategy is connecting students' previous knowledge with new information they get from a lesson so that the information obtained is processed at a deeper and more meaningful level (Kristiyani, n.d.). As expressed by Della Puspita, a student of the Islamic Religious Education Study Program/5 semester 2, said:

Summarizing the material that I obtained in the learning process provided by the lecturer, the results of discussions, reading books, journals, and articles is one of the strategies I apply in self-regulated learning. In this way, it makes it easier for me to understand the knowledge that I get.

Elaboration strategies can make it possible to move the new information from short-term memory to long-term memory by connecting information with what students already know. Elaboration is using old knowledge to broaden or deepen new knowledge so that it can be learned more effectively (Zimmerman, 1990b). Based on the interview above, it can be understood that the students in self-regulated learning apply an elaboration strategy which is a process that involves adding meaning to the information by summarizing using their sentences so that they are easy to understand, making analogies, generalizing, expanding ideas in the material being studied, as well as questioning and seeking answers.

The organizational strategy includes a "deep process" through varied tactics, such as taking notes and drawing diagrams or charts to organize the subject matter in several ways. Ahmad Ramadani Student of Islamic Religious Education Study Program/5 semester 4, said that:

The cognitive aspect requires an organizational strategy. Students can organize themselves in learning records or draw a diagram of a study schedule or time for learning activities which contains a list of daily activities such as time to read books and record important things before entering the lectures.

Based on the description above, it can be understood that organizational strategy is a way to increase the ability to get the desired results, foster new, more expansive mindsets, and develop aspirations more freely, in which this learning organization develops learning together or learning through sources by demonstrating a commitment to learning and continuous improvement.

### *Aspects of The Metacognition*

Observing understanding, Sri Rahayu Putri, a student of the Islamic Religious Education Study Program/five semester 2, said:

In the learning process, students observe the concepts of the subject matter given by the lecturer so that they understand the direction of the learning objectives to be achieved. For example, in group discussions, students are required to understand the material given so that they can take responsibility during the discussion later. If the material concepts are not understood, the discussion will not be optimal.

Based on the description above, it can be understood that the purpose of observing from an understanding is to be able to find out how far the level of the concept or idea is from understanding the material that has been given so that one can state verbally the material that it was obtained from the results of the discussion. This is one way to organize yourself in learning, as expressed by Rahmatia, a student of the Islamic Religious Education Study Program/2 semester 2, who said:

Self-regulation in learning is very much needed in achieving the level desired by the students. The ways that can be taken in achieving this level are: setting targets, managing study time, increasing discipline, fostering motivation, learning to make their own decisions, looking for various information and inserting the important notes as a study material.

Self-regulation is a process in which students play an active and constructive role where they set the goals for their learning and then try to monitor, regulate, and control their cognition, motivation, and behavior, directed and limited by the goals to be achieved. As was also expressed by Eid, students of the Islamic Religious Education Study Program/2 semester 2 said that:

Self-regulation that is applied in the process of achieving the increasing of learning is: dividing my time in 1 day at least the learning or adding the knowledge two times, namely after waking the student x before going to bed, dividing the study time with other activities, looking for knowledge references through electronic media and books, journals and articles about the subjects I studied.

Based on the interview above, it can be understood that observing the understanding of the material concepts and the ideas about the material that has been studied requires an effective and efficient way of self-regulation in the learning so that it aims to control one's behavior in learning in terms of being able to regulate, control cognition, motivation, and their behavior.

**Problem-Solving**, Students are sometimes often faced with a problem, this is often related to coursework given by lecturers; Erfidah, a student of the Islamic Religious Education Study Program/3 semester 2, said that:

Students who can solve their problems without involving other people are one of the strategies in self-regulated learning (Robert & Simons, n.d.) because this method is to find out the level of the ability to think, they act and find the solutions to the problems they had been facing, for example, the assignments that were given by the lecturers, which, according to the students, are difficult to find the interpretations of the verses from predetermined surahs, students who can find solutions of the course to try on their own without involving the other people.

Problem-solving is a way to find the right answer. The students are required to be able to solve

their problems before the interference of others. Therefore, solving problems requires metacognition/high-level thinking in this case. So the students can plan, monitor, and evaluate the problem of assignments given by the lecturers. In this case, according to the student is difficult and requires strategies to solve the problem. As expressed by Ayu Adriani, a student of the Islamic Religious Education Study Program/4 semester, 4 said that:

Solving problems and finding solutions without involving other people is a very challenging for us as students because it requires high-level thinking, acting, and deciding on their own without input from others and accepting the results according to their abilities. For example, assignments given by lecturers in the form of individual papers, of course, how to work on them individually, looking for references from some books, journals, and articles, discuss the title of the paper given, here the students are seen for their ability to complete the paper.

The students, in solving the problems, must follow the basic steps in the solving process, as expressed by Selfiani, Student of Islamic Religious Education Study Program/5 semester 5, saying:

The problem-solving and the steps that can be taken are: the first stage is firstly, the student understands what the problem he is facing. After knowing the problem then, the second stage is planning a solution by defining and organizing the assignments given by the lecturer related to the problem, the third stage is solving the problem where students collect various appropriate information, carry out the experiments to get explanations and problem-solving, the fourth stage students do the reflection and evaluation.

Problem-solving is a way to find the right answer. The students are required to be able to solve their problems before the interference of others. Therefore, solving problems requires aspects of metacognition/high-level thinking. In this case, students can plan, monitor, and evaluate the problem of assignments given by lecturers, which, according to them, are difficult and require strategies in solving the problem. As expressed by Ayu Adriani, a student of the Islamic Religious Education Study Program/4 semester, said that:

### ***Evaluation***

The self-evaluation in learning is an effective way to recognize your achievements and what things need to be improved in the performance. The steps used as disclosed by Dirha Jaya S, a student of the Islamic Religious Education Study Program/5 semester 2, said that:

Self-evaluation in independent learning, the steps used are: first, determine the purpose of the evaluation, determine the purpose of the evaluation is to determine the effectiveness and efficiency of the self-learning system, both concerning goals, targets, subject matter, learning resources, learning environment, and learning assessment systems. The second is to compare learning objectives and outcomes that have been achieved to determine the extent of success in independent learning. Third, the existence of an evaluation will impact self-motivation if the results are satisfactory.

Based on the interview above, it can be understood that self-regulated learning is applied by students using aspects of metacognition that require self-evaluation in independent learning. This aims to determine a person's level of understanding and mastery in a subject or competency. Then the evaluation to determine the level of achievement and understanding in learning.

### ***Aspects of Self-Motivation***

Strategies for regulating motivation involve several activities that involve students with a specific purpose trying to start, manage or increase the will to start, to prepare for the next assignment, or complete certain activities according to goals (Broadbent & Poon, 2015a). The regulation of self-motivation, as expressed by Yuniarti Student of the Islamic Religious Education Study Program/1 semester 2, says that:



Independent Learning (Self Regulated Learning) requires self-motivation. Relative ability self-talk is when students think about specific performance to achieve learning goals by doing business better than others so they keep trying hard.

In this regard, Rahmi, a student of the Islamic Religious Education Study Program/1 semester 4, said that:

Situational interest enhancement strategies describe student activities when trying to increase intrinsic motivation in doing assignments through a situation or personal interest. This strategy is applied in independent learning (self-regulated learning) because one of the successes in carrying out assignments is self-motivation according to the situation and personal interests.

Based on the interviews, it can be understood that self-regulated learning uses aspects of self-motivation in independent learning. Then students have three things that must be considered in self-motivation, namely, the first is extrinsic self-talk, the second is relative ability self-talk, and the third is situational interest enhancement (Yusuf, 2011b).

Based on the research results, it can be understood that in the sociology of independent learning, students are part of society and have an important role in other human lives. Students must have good interaction with the environment. Students pursuing higher education are given the knowledge or provisions to interact with the community later. After completing the campus study, students participate in Field Work Lectures, where students are allowed to mingle and provide benefits to the community.

Furthermore, an analysis of the pedagogic approach to learning independence, bearing in mind that the learning process carried out on campus has limited time, learning independence is seen as an absolute thing that the students must do. For independent learning to become a positive habit for students, a learning process system is needed to accommodate that problem. One is by directing the students to learn based on their initiative.

The independence of student learning is the extent to which, in the learning process, the students can participate in determining the objectives, materials, and learning experiences, as well as evaluating their learning. Learning independence can affect the student learning outcomes, so the students have responsibility for the learning process they are carrying out and try their best to succeed in the learning to obtain satisfactory and proud learning outcomes.

Then in the psychology of independent learning, the learner uses his thoughts and feelings to direct and take his initiative (independently), so he can achieve mastery and new knowledge. Then in the psychology of independent learning is defined as a situation where the students have a desire to learn based on their desires. The knowledge gained by students by trying to understand, explore and discover for themselves will feel easy to understand why because there is motivation and encouragement to know this is different if it is ordered or directed by others.

**Table 2.** Data on Academic Achievement of KIP Scholarship Recipient Students for the 2020/2021 Period of PAI Study Program, Faculty of Tarbiyah, IAIN Bone

No.	Name	Sex	Study program	GPA		
				High	Middle	Low
1	Anisa Ashabul Jannah	P	20PAI1	3,89	-	-
2	Leli Rahmi	P	20PAI1	3,94		
3	Wahyuni	P	20PAI1	3,89		
4	Ridwan	L	20PAI2		3,69	
5	Idul	L	20PAI2	3,86		
6	A Irma Febrianti	P	20PAI2	3,81		
7	Khaerunnisaa	P	20PAI2	3,97		

8	Sri Wulandari	P	20PAI2		3,75
9	Rahmat Hidayat	P	20PAI2	3,81	
10	Wiwi Asriani	P	20PAI3	3,89	
11	Nur Anismawati	P	20PAI3	3,83	
12	Nurfaiza	P	20PAI3	3,88	
13	Asriani	P	20PAI4		3,67
14	Yuliana Safitri	P	20PAI4	3,86	
15	Selfiani	P	20PAI5		3,72
16	Ahmad Ramadhan	L	20PAI5	3,82	
17	Irma Susanti	P	21PAI1		3,67
18	Yuniarti	P	21PAI1	3,83	
19	Riri Anjelika	P	21PAI1	3,92	
20	Reski Amelia	P	21PAI1	3,92	
21	Muh Nur Musbir	P	21PAI1	3,92	
22	Maria Ulfa	P	21PAI1		3,58
23	Darmawati	P	21PAI1	3,87	
24	Riska	P	21PAI2	3,92	
25	Nurul Annisya	P	21PAI2		3,58
26	Ifah Ramadhani	P	21PAI2	3,83	
27	Rahmatia	P	21PAI2		3,75
28	Irnajuliana	P	21PAI2	3,92	
29	Nur Aulia	P	21PAI3		3,67
30	Amelia Kursin	P	21PAI3		3,75
31	Erfidah	P	21PAI3		3,67
32	Anna Ainun Tasbi	P	21PAI3		3,58
33	Alisa Safitri	P	21PAI3	3,83	
34	Husnul Fatimah	P	21PAI4	3,83	
35	Subhan	P	21PAI4		3,67
36	Misna	P	21PAI4	3,92	
37	Dirhan Jaya Saputra	L	21PAI5		3,75
38	Sri Rahayu Putri	P	21PAI5		3,75
39	Emi Sultriana	P	21PAI5		3,75
40	St Afifah Magfiroh	P	21PAI5		3,67
41	Della Puspita	P	21PAI5		3,67
42	Mariah Qibhtiyah	P	21PAI5	3,92	
43	Iman Budiman	L	21PAI6		3,58
44	Asvira	P	21PAI6	3,83	
45	Eka Safana	P	21PAI6		3,25

Based on the table above, it can be understood that the students receiving KIP scholarships for the 2020/2021 Period of PAI Study Program, Faculty of Tarbiyah IAIN Bone, academic achievement can be seen from the student GPA. Then the highest GPA is 25 people. The average GPA is 15 people, and the low GPA is four people. Therefore, the learning independence that is applied by the students to improve academic achievement is more applicable compared to those who do not apply it. It was seen from the number of highest GPA.

#### ***Efforts to Improve Academic and Non-Academic Achievements of Students Recipient of KIP Scholarships for the 2020/2021 Period of PAI Study Program Faculty of Tarbiyah IAIN Bone***

State Islamic Religious Education Institute (IAIN) Bone provides study assistance in the form of KIP College scholarships for students, one of the students of the Islamic Religion Education Study Program, Faculty of Tarbiyah IAIN Bone, for students for the 2020/2021 period. In this case, the students who received totaled 56 people from 11 groups. Students who receive scholarships in the form of KIP Lectures, of course, the campus hope that these students will have achievements in both academic and non-academic fields.

### ***Academic Achievement***

Academic achievement is the result achieved by the students from the results of studying in the room and the results of independent study. To improve academic achievement, what students must do is, as follows;

#### ***Set Targets***

Setting targets in learning to support the efforts to increase achievement, Riri Anjelika, a student of the Islamic Religious Education Study Program/1 semester 2, said:

Improving academic achievement is setting targets, first, making specific goals, and avoid targets that are too general or less detailed (Broadbent & Poon, 2015a). The targets must not be ambiguous, clear, and must be presented in clear language. Both have criteria for measuring the progress of the actions taken.

Having a target in the learning is something that must be achieved by working hard or trying as much as possible. As Sri Wulandari, is as a student of the Islamic Religious Education Study Program/2 semester 4, also said that:

Setting targets in learning is one of the ways to improve academic achievement. All you have to do is plan study time, study at the same time, study with goals, don't delay planned study time, start with the most difficult subjects first, review Return notes and make sure there are no distractions in the learning.

Based on the interview above, it can be understood that setting targets is an effort made by the students in the learning objectives to be achieved. The ten steps students used are to plan study time, study simultaneously, study with a purpose, start with the most difficult subject first, review your notes, and make sure there are no distractions in learning.

#### ***Changing Learning Styles***

A person's learning style can change with the experience. However, the changes in the learning styles cannot occur instantly in a short time. But how do the students need to study according to their learning environment, Wahyuni, a student of the Islamic Religious Education Study Program/1 semester 4, said that:

An effective learning style is one of the methods used by students to improve academic achievement in 3 ways: firstly, the visual learning style tends to absorb, organize, and process information more easily through the sense of sight or by seeing. Both audio learning styles have a tendency to the process of information which is strongly influenced by the sense of hearing. Suitable for independent learning because it requires a conducive place because it is difficult to absorb the information during turmoil. The three kinesthetic learning styles of a person with a kinesthetic learning style tend to absorb, organize, and process information more easily through touching and body movement.

Based on the interview above, it can be understood that the students have different learning styles. There are three student learning styles, the first is the visual style by seeing to understand a science, the second is audio style by listening to understand a science, the third is kinesthetic learning style by the way of touch with the body movements (Robert & Simons, n.d.). Learning styles have a significant effect on learning achievement. Learning style has a contribution or influence of 52% on student achievement, and the remaining 48% is influenced by the other variables and not being analyzed in the model.

#### ***Looking for Material Related to the Course***

The students who have scientific power in learning, before entering a study either carried out in the room or outside, look for material in the various references related to the courses that will be taken each semester (Zimmerman, 1990a). Riska, as a Student of the Islamic Religious Education Study

Program/2 semester 2, said that:

The efforts made to improve academic achievement are looking for the material related to courses before entering the room, watching videos about tips on being consistent in learning, watching motivational learning videos, reading books from various references, being active in the learning, and asking people who are considered to have extensive knowledge or experience.

The references that can be obtained through reading books, journals, and articles can even be through the proper learning videos, as expressed by Misna Student of the Islamic Religious Education Study Program/4 semester 4, saying:

Searching for the subject related to the material is a way of independent learning, not relying entirely on the lecturer but trying to take advantage of the time to study by searching for the subject-related material from various references from books, journals, and articles that were related to the course, before entering the room.

Based on the interview above, it can be understood that if the students want to get the maximum learning outcomes, they are required to study independently by looking for material from various references, both from reading books, journals, and articles (Zimmerman & Pons, 1986). Different students who apply independent learning with the students who do not apply it can be seen from their learning outcomes and the achievements they get.

#### ***Focus on the Subjects that have not been Mastered.***

The students, in improving their academic achievement, should study the subjects considered that are not yet understood or mastered, for example, mathematics. After a sufficient understanding of the material, it is time to deepen the previous subjects that have been well mastered. As expressed by Ilfah Ramadhani, a student of the Islamic Religious Education Study Program/2 semester, 2 said that: The effort in improving academic achievement is the way I do, it is first to focus on the learning subjects that have not been mastered, why is it, because my principle is useless to step on material while the previous material has not been mastered.

#### ***Active in the Learning Process***

One of the criteria for assessing the lecturers is being active in the learning process and supporting student scores, as expressed by Della Puspita, a student of Islamic Religious Education/5th semester 2, who said that: One way to improve academic achievement is to be active in the learning or discussion process and usually fall into the criteria of the lecturer's assessment submitted at the time of the lecture contract, if the students be able to meet these criteria and meet all the criteria presented by the lecturer reach 100% then they can get a high score.

Students who apply independent learning (self-regulated learning) are required to be active in the learning or during the discussions. There are various ways that the students can take. Anna Ainun Tasbi Student of the Islamic Religious Education Study Program/3 semester 2, said that:

Improving academic achievement is being active in the learning/discussion process in the following way. Firstly, being yourself is not affected by other people and tends not to like to take sides, but still be yourself. Secondly, the quality of speech and avoid careless and irresponsible words. The third, make a positive contribution by directing opinions according to the goals set. Fourth, it is prohibited to interrupt the conversation, which is an inappropriate attitude that can offend others. The fifth master of the material discussed. The sixth is positive thinking about yourself. The seventh do intensive training, and the eighth dared to try.

This was also explained by Subhan Student of the Islamic Religious Education Study Program/2 semester 2 said:

The things that can be done while being active in discussions are getting in the habit of raising your hand when you want to give questions, suggestions, and responses, using language that everyone can understand, defending opinions and respecting the opinions of others, being confident in your abilities, daring to try and take responsibility.

Based on the interview above, it can be understood that the efforts made by the students to improve academic achievement, namely are; active in the learning process, which is the lecturer's assessment criteria. Therefore, the method used by the students is to be confident, dare to express opinions, respect the opinions of others, and convey suggestions and responses in polite and easy-to-understand language. They are maintaining the opinion of being self-responsible.

### ***On-Time***

Doing the assignments on time is a rule that students must obey. This can train the students to be responsible and foster a sense of discipline. Therefore the steps used by the students, as expressed by Irma Susanti, a student of the Islamic Religious Education Study Program/2 semester 2 said:

Improving academic achievement is doing assignments promptly with the following steps: firstly, the intention to do assignments. Each activity will not run smoothly if it is not accompanied by the intention and determination. The same goes for doing assignments. Secondly, make a list of tasks to determine which tasks are prioritized. Thirdly, do the tasks to prioritize, which will make it easier for us to determine which things should come first, don't procrastinate. Why procrastinating is a negative habit. Fourth is manage time well and have a sense of responsibility.

### ***Reading the References***

One way to improve academic achievement is to read books with various mental and physical benefits. These habits can expand vocabulary and communication skills that can help us interact better with others (Çubukçu, n.d.). Not only that, reading books is an effective way to improve memory and improve our focus. Especially reading books related to the subjects we are studying will make the knowledge we get broad, not only obtained from lecturers but by reading science books will increase.

In this regard, A Irma Febrianti, a student of the Islamic Religious Education Study Program/2 semester 4, said that:

To improve academic achievement, one the ways that can be done is to read more scientific journals both nationally and internationally, many benefits can be obtained when reading journals, and by reading journals, we can find out the results of a study or research that previous researchers have conducted and also about the course the truth has been guaranteed because it has been prepared professionally and has been published through a publisher. And of course, for the students who diligently read journals, if the lecturer asks questions in class, students will be better prepared to answer and, of course, get additional value given by the lecturer.

Based on the interview above, it can be understood that students, when diligently reading books, journals, and articles, have benefits, including being able to stimulate mentally, reducing stress, broadening insight and knowledge, increasing vocabulary, improving memory quality, training skills for thinking and analyzing, can improve focus and concentration and train to be able to write well (Yusuf, 2011c).

### ***Non-Academic Achievements***

Non-academic achievements are obtained by the students in campus and off-campus activities in developing their talents or potential. The activities that the students have been participating in are organizations that cover the fields of arts, religion, sports, and other activities that support their

achievements (Zimmerman, 1990c).

### **Intra-Campus/in-Campus Organizations**

The form of this intra-campus organization itself can be like a student executive body, student activity units, departmental student associations, and many more. As said by Sri Rahayu Putri, a student of the Islamic Religious Education Study Program/five semester 2, said:

We get non-academic achievements through joining intra-campus organizations. One of the efforts to develop is to join an organization according to my talents and abilities, namely an organization in the field of sports such as volleyball. By practicing playing volleyball, I hope to take part in volleyball competitions and be able to win a championship. In addition to winning, there are benefits to playing volleyball for the health of the body, including helping to burn calories and fat, increasing strength, expediting the metabolism, improving hand-eye coordination, nourishing the heart, and building strength. Muscles and increasing the body's aerobic capacity.

The students in improving their non-academic achievements by joining the organizations that the campus has provided with the intention of the students to develop their talents or potential (Yusuf, 2011d). As said by Riska, a student of the Islamic Religious Education Study Program/2 semester 2, said:

Improving non-academic achievement is joining an organization on campus. I joined a religious sector organization, namely LKQ (Institute for the Study of the Qur'an), which is an organization for developing talent. The organization trains public speaking because I chose the lecture field, so it requires public speaking / the right way of speaking, clear, correct and precise language. Besides that, I often take part in lecture training, and there have been changes. Even though it's not optimal, I have to keep trying. Then, I took part in scientific writing training activities.

### **Extra-Campus/off-Campus Organizations**

In developing their talents, some students are more interested in joining off-campus organizations. In terms of off-campus organizations, the most in-demand by students is PMII. The Indonesian Islamic Student Movement is an organization followed by the students in developing their talents, especially in the field of public speaking, cooperation, and a sense of brotherhood, as expressed by Misna Student of Islamic Religious Education Study Program/4 semester 2 saying that:

Organizations can develop themselves in a freer and wider way. Organizations can train the discipline and develop the abilities, both simple abilities and new and different abilities from most people. Next, I joined an extra-campus organization, namely the Indonesian Islamic Student Movement (PMII). This organization teaches a lot of knowledge and experience, especially regarding improving talent and increasing good communication skills because it is very much needed, especially when working in a team, of course, smooth communication is very necessary. Then the organization teaches public speaking and learns to manage time. The goal is that all activities can be carried out in a structured manner and no activities or time is wasted.

Based on the interview above, it can be understood that the Indonesian Islamic Student Movement is an off-campus organization that provides a platform for students to gain new knowledge and experience, learn discipline, be responsible, and care for others.

Based on the research results, it can be understood that social relations with academic achievement are considered very important because someone who has high academic achievement can be considered to have a high intellectual ability and has a chance to succeed in society, both in study and work in the future (Eshel & Kohavi, 2003b). This requires the students to have sufficient quality in their later lives, one of which is an academic achievement that will support them in the world of work because every

company will look for students who graduate from tertiary institutions with superior and quality achievements. Social support is influenced by the problems faced by individuals and acceptance in certain situations to obtain the maximum results in providing the maximum satisfaction.

Furthermore, academic achievement is also influenced by the way lecturers educate the students. One of the factors that influence academic achievement is seen in how dose a lecturer teaches on campus, how to convey, choose materials, methods, and learning media. One thing that must be considered by a lecturer is developing students to actualize their various potentials. This is regarding student non-academic achievements.

Their behavior influences the student's academic achievement, whether it concerns the problem of will, desire, interest, or motivation to gain knowledge that can support academic achievement. Likewise, the non-academic achievements were also very much influenced by one's interests and motivation, knowing talents or potentials and how to develop them.

#### 4. CONCLUSION

As a conclusion from the research conducted in Self Regulated Learning, first, the implementation of a self-regulated learning model can increase student learning activity, results, and independence for students receiving KIP scholarships for the 2020/2021 academic year at the Faculty of Tarbiyah IAIN Bone, as the results of the study stated that, the students use the various strategies in the learning, such as repetition, looking for additional references related to the material provided by the lecturers, both through the books and the journal articles, in this case, the students also use the metacognition strategies in independent learning. Independent learning can make the students who receive KIP scholarships at the Faculty of Tarbiyah IAIN Bone learn more actively and freely, so they can manage their time more efficiently and be more focused, focusing on achieving academic and non-academic achievements. This study's main finding is that self-regulated learning makes a strategy or the management of independent learning, which is carried out with correct and directed learning mechanisms.

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