Analysis of the Relationship between Self-Regulated Learning and Students' Quran Memorizing Activities in Junior High Schools

Vinni Sabrina[1], Muhamad Firdaus Bin Alias[2], Puti Lenggogeni[3], Gifa Oktavia[4], Zainal Asril[5], Ikhwan Rahman[5]

[1]STAI Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia
[2]Universiti Sains Islam Malaysia, Malaysia
[3]Universitas Gajah Mada, Indonesia
[4]Researcher International Islamic Studies Development and Research Center, Indonesia
[5]Universitas Islam Negeri Imam Bonjol Padang, Indonesia

✉vinni@staipiq.ac.id*

Abstract

Self-regulated learning is a person's ability to control oneself, such as knowing one's abilities, motivation, managing memory and responding appropriately to the environment. Alquran memorization activity self-regulated learning. A person who memorizes the Quran will always go through these four items, therefore study is needed so that memorizers of the Quran understand them well. This research aims to analyze the relationship between self-regulated learning with the activity of memorizing the Quran for students in junior high school. This research design uses quantitative methods with a correlational approach. The data source was taken using a questionnaire or questionnaire. The research sample consisted of forty students in junior high schools. This research was analyzed using SPSS 26.0 with correlation analysis techniques. The research results show that self-regulated learning has a real impact on memorizing the Quran. The research results show that there is an influence of self-regulated learning towards the activity of memorizing the Quran. It is known that the value of the determinant coefficient with R is a large square amounting to 0.503 x 100, namely 50.3%. This concludes that there is an influence between variable (X) and variable (Y) of 50.3%, therefore the remaining 49.7% is influenced by other factors. The implications of this research can be used as initial data for future researchers in studying this problem in different contexts and issues

INTRODUCTION

The Quran is the last holy book that God revealed to His Prophets and Messengers, this book was revealed to Prophet Muhammad as the closing chain of revelations that had previously been received by Prophets and Messengers (Achfandhy, 2020; Faiz & Habibi, 2023; Rahman et al., 2016). In contrast to other holy books, the Quran is a holy book whose authenticity and purity have been guaranteed by Allah, which will not undergo changes, additions or subtractions, not a single letter will shift or change from its place, not a single letter or word may be

inserted by anyone into it (Hidayati & Lubis, 2024; Najib, 2018). Memorizing the Quran is different from memorizing a book or dictionary, the Quran is kalamullah which will elevate the status of those who memorize it (Haerunisa & Hakim, 2022; Muzakki & Mustofa, 2022).

The activity of memorizing the Quran is at the highest level compared to just reading and listening because it combines three activities at once, namely reading, repeating reading and storing it in brain memory (Fajriyah et al., 2022; Hidayati & Lubis, 2024; Nofi Maria Krisnawati & Sita Husnul Khotimah, 2021). However, not everyone can carry out this activity of memorizing the Quran, let alone memorizing it to read the Quran, only certain people are able and willing to read the Quran. The process of memorizing the Quran does not only involve cognitive processes, however, memorizing the Quran also requires willpower and straight intentions (Pangatin & Merdekasari, 2020). It also requires hard effort, physical and mental readiness, willingness and strict self-regulation. That's precisely what a student must have self regulated. With this, students must be able to adapt to the schedule and rules set as well as the need for good self-regulation for students in learning (Akmaluddin & Haqqi, 2019; Harita et al., 2022; Rohman, 2022).

In the learning process, as Zimmerman and Martines-Pons define learning based on self-regulation as the level at which participants actively involve metacognition, motivation and behavior in the learning process (Efendi et al., 2020; Farah et al., 2019; Yasdar & Muliyadi, 2018). While Bandura defines self-regulation in learning (self regulated learning) as a situation where individuals who learn are in control of their own learning activities, monitoring, motivation and academic goals, managing human and material resources, as well as behavior in the process of decision making and implementation in the learning process (Friskilia & Winata, 2018; Khoirudin, 2022; Richmayati et al., 2024; Sa'adah & Hartati, 2022)

Students who have Self regulated learning tending to carry out various activities, thoughts, feelings, strategies and behavior that are directed at learning goals are important capital in the learning process (Farah et al., 2019; Handaka et al., 2019; Saputra et al., 2019). Self regulated learning plays a role in helping students determine academic targets, improve academic abilities or learning activities (Dananier & Khotimah, 2021). Students have the ability to regulate themselves in learning well, it will also have a good influence on their memorization activities and if students have poor self-regulation in learning it will be able to affect their enthusiasm for memorizing the Qur'an and will have an impact on their target goals. to be achieved (Fitriani, 2018; Rahmi & Samsudi, 2020). Based on researchers' searches on Scopus data using several keywords referring to research on self-regulated learning, 8,276 documents were found. However, not a single document has been found that specifically discusses self-regulated learning in memorizing the Quran as seen in figure 1 below.
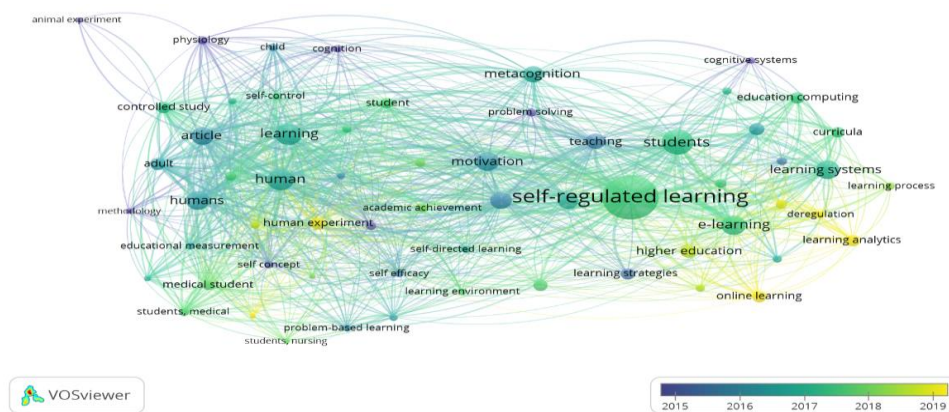

Fig 1. Several keywords that refer to self-regulated learning by world researchers (Scopus database)

Then a Scopus data search was also conducted regarding authors who discussed self-regulated learning and memorizing the Quran. The search results found 28 documents with 5 authors as seen in figure 2 below.
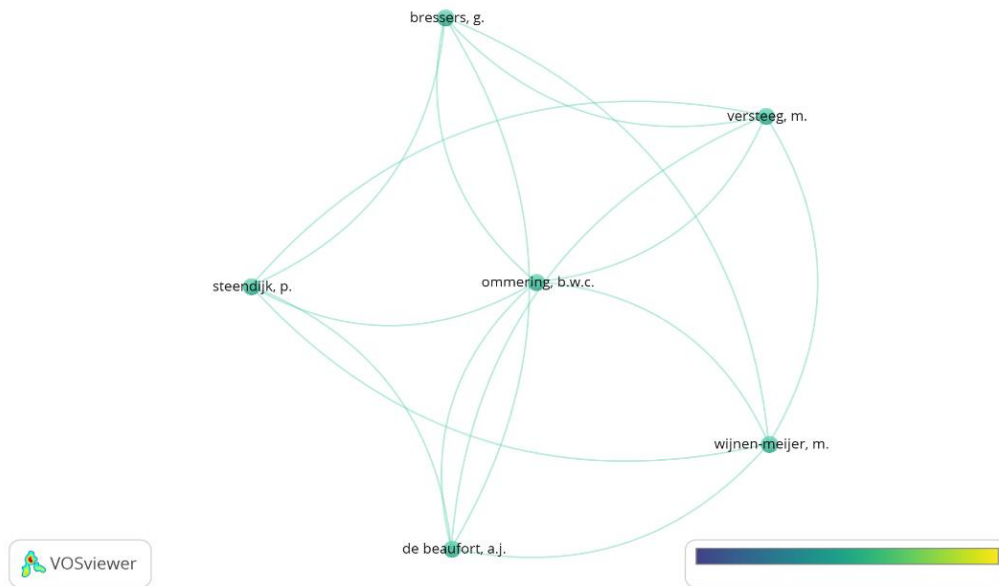

Fig 2. Several authors who refer to self-regulated learning, memorizing the Quran by world researchers (Scopus database)

Based on the explanation and search of the Scopus data above, it can be clearly seen that no specific document discusses self-regulation in learning by memorizing the Quran. So the activity of memorizing the Quran is expected to form a Quranic personality in students reflected in their daily behavior and thought patterns. This can be seen from the number of schools or madrasas that offer special programs for memorizing the Quran. As an institution that organizes a program to memorize the Quran, researchers chose Darusshaleh Plus Junior High School. This school is a private school that implements formal education and has learned to memorize the Quran (Rahman et al., 2018). To see the influence of self-regulated learning in students' activities in memorizing the Quran so that students must be able to adapt to the schedule and rules set and the need for good self-regulation in students in learning.

METHODS

. This research design uses quantitative methods with a correlational approach (Apuke, 2017; Ling et al., 2022). Quantitative research methods can be defined to examine certain populations or samples, collect data using research instruments and process quantitative data with the aim of testing predetermined hypotheses (Irvan & Afgani, 2023). The population of this study was all students in class VIII of plus Darusshaleh junior high School. The sampling technique is a technique for determining the size of the sample that will be used in research (Maidiana, 2021). The sampling approach used in this research is total sampling (Afriandi et al., 2023). This research collects quantitative data using a questionnaire. This research was analyzed using SPSS 26.0 with correlation analysis techniques (Asril, 2021; Engkizar et al., 2018; Syafril & Yaumas, 2017).

RESULT AND DISCUSSION

For greater clarity, in this section the researcher will describe the results of the analysis in general based on the research objective to determine the relationship between self-regulated learning and the activity of memorizing the Quran in junior high school students, described as follows

Self-Regulated Learning

The Self-regulated learning questionnaire consists of 29 items, where the lowest score obtained is 64 and the highest score is 111. Statistical analysis shows that the average score is 85.88, the mode is 103, the median is 85.5 and the standard deviation is 13.193. The frequency distribution of Self-regulated learning can be seen in table 1:

Table 1. Frequency Distribution and Percentage of Self-Regulated Learning Variables (X)

Interval Class	F	%Absolute Frequency	%Relative Frequency
100-111	8	20%	45%
88-99	10	25%	
76-87	12	30%	30%
64-75	10	25%	25%
Total	**40**	**100%**	**100%**

Table 1 Shows that 30% of Self-regulated learning scores are in the average interval class of 30%, 45% are above the average score and 25% are below the average score. These findings are illustrated in figure 1.
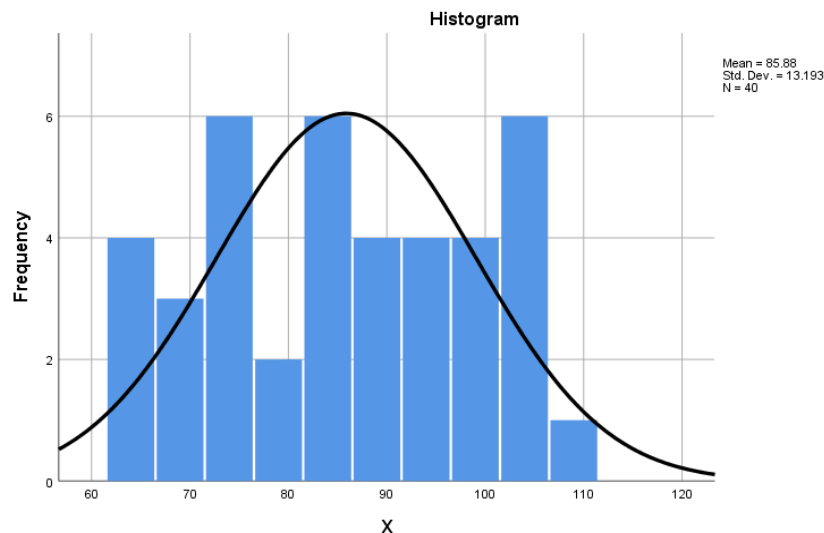

Fig 3. Self-regulated learning variable score (X)

Figure 3 shows that the differences in mean, median and mode scores do not differ more than the standard deviation. This means that the frequency of Self-regulated learning data is normally distributed. Furthermore, the respondent's level of achievement for each indicator of Self-regulated learning is presented in table 2.

Table 2. Description of the average value and percentage of each indicator of self-regulated learning (X)

No	Indicators	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Metacognitive	32	23,35	31	14	72,97%	Average
2	Motivation	24	18,5	23	13	77,08%	Average
3	Cognitive Strategy	32	23,05	29	16	72,03%	Average
4	Manage Resources	28	20,98	28	14	74,93%	Average
	Total	116	85,88	111	57	74,03%	Average

Table 2 shows that the four indicators fall into the average category ranging from 72.03% to 77.08%. The cognitive strategy indicator is a lower indicator than the other three indicators (72.03%). These findings show that the cognitive strategy

indicators of class VIII students in self-regulated learning still need to be improved. However, if we look at all the Self-regulated learning indicators, 74.03% is included in the average category.

Quran Memorization Activities

The activity of memorizing the Quran has a questionnaire consisting of 12 items, where the lowest score item obtained is 18 and the highest score is 47. Statistical analysis shows that the average score is 35.23, the mode is 38, the median is 37.5 and the standard deviation is 6.84. The frequency distribution of memorizing the Quran can be seen in table 3:

Table 3. Frequency Distribution and Percentage of Alquran Memorizing Activity Variables (Y)

Interval Class	F	%Absolute Frequency	%Relative Frequency
42-49	7	17,5%	17,5%
34-41	28	70%	70%
26-33	8	20%	32.5%
18-25	5	12,5%	
Total	**40**	**100%**	**100%**

Table 3 shows that 70% of the Al-Quran memorization activity scores are in the average interval class of 70%, 17.5% are above the average score and 32.5% are below the average score. These findings are illustrated in figure 2:
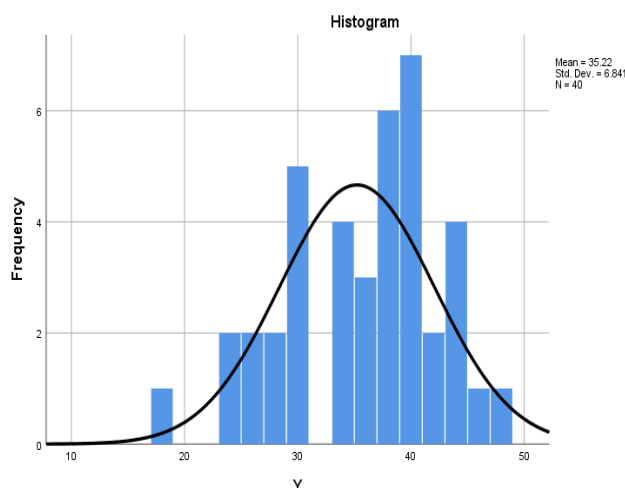

Fig 4. Variable score for memorizing the Quran (Y)

Figure 4 shows that the differences in mean, median and mode scores do not differ more than the standard deviation. This means that the frequency of data on memorizing the Alquran is normally distributed. Furthermore, the respondent's level of achievement for each indicator of Alquran memorization activity is presented in table 4.

Table 4. Indicators Fall Into The Average Category

No	Indicators	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Reading Activities	16	12,53	16	6	78,31%	Average
2	Listening Activities	16	11,5	16	6	71,88%	Average
3	Memorizing activities	16	11,2	15	5	70%	Average
	Total	48	35,23	47	17	73,40%	Average

Table 4 shows that the four indicators fall into the average category. Among the four indicators, the lowest percentage (70%) is rote repetition activities. This

finding shows that rote repetition activities still really need to be improved compared to the other two indicators. However, if we look at all the indicators of memorizing the Quran, it is 73.40% which is included in the average category.

Hypothesis testing

The hypothesis was carried out using a simple linear regression formula with the help of SPSS 26.0 For Windows to determine whether or not there is an influence of self-regulation in learning (self regulated learning) on students' memorizing Al-Quran activities. The results of the simple linear regression analysis will then be used as a hypothesis test. The hypotheses in this research are:

Hypothesis (Ha) there is an influence of self-regulation in learning (self-regulated learning) on students' memorizing the Quran activities in junior high schools.

Hypothesis (Ho) there is no influence of self-regulation in learning (self-regulated learning) on students' memorizing the Quran activities in junior high schools.

To see the value of the influence of Self-Regulation in Learning (Self-regulated learning) on students' Quran memorization activities, analysis was carried out using a simple linear regression formula with results themselves 0.000 <0.05 (5% significant level) so Ha is accepted and Ho is rejected, meaning there is the influence of Self-Regulation in Learning (Self-regulated learning) on students' memorizing the Quran activities. To see how big the influence is, look at the table summary with a big R square amounting to 0.503 x 100, namely 50.3%. For more details on the data above, you can see the table below:

Table 5. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709[a]	.503	.490	4.884

Predictors: (Constant), Self-Regulated Learning

Based on the results of hypothesis testing, it is stated that the alternative hypothesis (Ha) is "accepted" namely that there is the influence of self-regulation in learning (self regulated learning) on students' memorizing the Quran activities in junior high schools. To see the influence value, an analysis was carried out using a simple linear regression formula with the results themselves 0.000<0.05 (5% significant level) so Ha is accepted and Ho is rejected, meaning that there is the influence of self-regulation in learning (self-regulated learning) on students' memorizing the Quran activities in junior high schools.

CONCLUSION

This research has succeeded in revealing that there is an influence of self-regulation in learning (self-regulated learning) on students' memorizing the Quran activities in junior high schools. It is known that the value of the determinant coefficient is large with a large R square amounting to 0.503 x 100, namely 50.3%. With this it is concluded that there is an influence between variable (X) and variable (Y) of 50.3%, therefore the remaining 49.7% is influenced by other factors, therefore Ha is accepted and Ho is rejected. In fact, this is the importance of self-regulation in learning (self-regulated learning) to students in memorizing the Quran so that the activity of memorizing the Quran runs optimally as well as the contribution of educators in monitoring students. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues

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