

Self-Regulation in Learning New Students at Ma'had Al - Jami'ah UIN Kiai Haji Achmad Siddiq Jember

Arif Widodo

The University Of Khartoum (U of K) Sudan
muhammad_arif_atthubani@yahoo.com

Mahmud Zain

UIN Sunan Kalijaga Yogyakarta
mahmoed.aein18@gmail.com

Putri Kamilatul Rohmi

UIN Kiai Haji Achmad Siddiq Jember
Putrikamila14992@gmail.com

Article Information:

Received February 19, 2023

Revised June 21, 2023

Accepted July 24, 2023

Keywords: Self regulated learning , Students, *Mah'ad*

The period of accepting new students at *Mah'ad Al-Jami'ah UIN KH Achmad Siddiq Jember* has an impact on the psychology of students in carrying out adjustments in learning Islamic boarding school life. Santri as adult educated people are required to have initiative, strategy, management and evaluation of their own learning so that their goals can be achieved. Self-regulation of students in learning in psychological studies is called Self Regulated Learning. Based on the results of the interviews, there were still students who had not carried out self-regulated learning properly. The purpose of this research is to explore the motivations, strategies, metacognitive and management of new student santri resources in carrying out self-adjustment in learning *Mah'ad* life. This research was conducted at Ma'had Al - Jami'ah KH Achmad Siddiq State Islamic University Jember using qualitative research methods. Research data obtained through interviews and documentation. The research subjects were new students. The results of the study found the following; (1) New student students' learning motivation is divided into intrinsic and extrinsic motivation. (2) Learning strategies for new students using *sorogan* and dialogue (3) Metacognitive learning for new students maximizing basic skills (4) Managing new student santri resources is done by asking for help from friends and *Moslem* teachers/*ustadzah* when having difficulty mastering the material. (5) factors that influence new students in self-regulation in learning on adjustments at *Mah'ad Al - Jami'ah KH Achmad Siddiq State Islamic University Jember* include personal, behavioral and environmental factors.

How to cite:

Widodo, Arif, Mahmud Zain, and Putri Kamilatul Rohmi. "Self-Regulation In Learning New Students At Ma'had Al - Jami'ah UIN Kiai



Haji Achmad Siddiq Jember". IJIBS 1, no. 2 (July 24, 2023): 101–112.
<https://doi.org/10.35719/ijibs.v1i2.27>.

Publisher:

Centre for Research and Community Service (LP2M), Universitas Islam Negeri (UIN) Kiai Haji Achmad Siddiq Jember

Introduction

Learning religion in the post-modern era has had a major impact on various social activities in society, including in educational institutions. Therefore, it is very important to develop self-capacity for social conditions so that humans can carry out all their activities regularly and optimally.¹

The Indonesian government has endeavored to provide opportunities for all children of the nation who have limited economic opportunities through the provision of Smart Indonesia KIP Card scholarships to study free of charge. Scholarships are provided by the government to improve the quality of Indonesian human resources who are professional and intelligent and have good character. However, in reality one's professionalism and intelligence do not have a very large impact on the morale and behavior of public figures in this country. So that prevention is needed to deal with immoral acts, such as Corruption, Collusion and Nepotism (*KKN in Bahasa*) through the approach of studying religious knowledge. So that the approach of religious knowledge has implications for the realization of a society that has faith and is devoted to God Almighty, has noble character, is healthy, knowledgeable, competent, creative, independent and becomes a democratic citizen who is also responsible. However, the learning process with a religious knowledge approach is very difficult to implement at Ma'had University, so that the learning activities carried out cannot run normally. This is what is experienced by several new students at *Ma'had Al-Jami'ah* KH Achmad Siddiq State Islamic University Jember. "I've never studied Arabic and the yellow book, it's better if I don't attend early learning because and I'm also still a new student student, it's better to just skip *Mah'ad*." (Initial A, sort dialogue.) From the results of the interview description above, it was found that new students were unable to adapt to the policies and learning systems of *Mah'ad* University. This is also supported by Rizki Pebrina's research² Latipah³ explained that new students had not yet lived up to the habits of studying at universities and had adapted to university life. The phenomenon of not living up to study habits is not only experienced by new students at UIN KH Achmad Siddiq Jember but also experienced by new students at *Mah'ad* other universities. As a result, *sorogan* learning activities only become a formality, it is not on the basis of self-awareness in carrying out the learning process, especially at the beginning of entering Ma'had University.

¹ Marra, M. A., Jones, S. J. M., Astell, C. R., Holt, R. A., Brooks-wilson, A., Butterfield, Y. S. N., Khattra, J., Asano, J. K., Barber, S. A., Chan, S. Y., Cloutier, A., Coughlin, S. M., Freeman, D., Girn, N., Griffith, O. L., Leach, S. R., Mayo, M., Mcdonald, H., Montgomery, S. B., ... Roper, R. L. (2003). *The Genome Sequence of the SARS-Associated Coronavirus*. 300(May), 1399–1405 SARS-CoV-2 detection using real-time RT-PCR and the relationship between immunological markers Interleukin -4, Interleukin -6 and SARS-CoV-2 patient groups <https://doi.org/10.53730/ijhs.v6nS1.7192>

² Pebrina, R., & Putri, I. Y. "Analysis Of Self Regulated Learning Of Pai Iain Batusangkar Students (Study Of Pai Semester Iii Class 2017)". 5(1). (2020). DOI: <http://dx.doi.org/10.31604/ristekdik.5511>

³ Latipah, E. "Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study" Jurnal Psikologi Volume 37, No. 1, Juni 2010: 110 – 129 Doi: [10.22146/Jpsi.7696](https://doi.org/10.22146/Jpsi.7696)

One of the factors that influence the success of new students in carrying out learning at *Mah'ad* University is self-motivation, learning methods, planning, organizing, evaluating and utilizing learning resources. Motivation, organizing, and controlling oneself in student learning is called self-regulated learning.⁴ The low desire, drive, hope, aspirations and learning methods, metacognition and management of new student student resources at the start of *Mah'ad* admission is a fundamental problem experienced by new students of *Ma'had Al-Jami'ah* UIN KH Achmad Siddiq Jember.

The purpose of this study is to explore and describe self-regulation in learning for new students at *Ma'had Al-Jami'ah* KH Achmad Siddiq State Islamic University Jember during their early days of entry and the factors that influence it. While the benefits of research are to add to the richness of scientific insights related to self-regulated learning (SRL) in the field of psychology and can be a guide for several parties in making learning policies for new students at *Ma'had Al-Jami'ah* KH Achmad Siddiq State Islamic University Jember.

Self-regulation in learning according to Eva Latipah is very important in order to become a person who is independent and responsible for his learning activities.⁵ Self-regulation in learning is a person's activities of constructing, controlling learning needs, setting learning goals as well as motivation and behavior to find out the difficulties encountered. New students with the ability to self-regulate in learning usually have active and creative initiatives to carry out activities that lead to that goal.

The ability of self-regulation in the learning of new students is used to direct individual learning to achieve the desired goals. In achieving these academic goals, new students can use learning strategies to work effectively between the regulatory process and learning outcomes. Adler said that every individual has a responsibility to control himself based on the basic abilities that exist in him⁶ The independence of new students is formed through self-regulation in learning with several steps including enthusiasm, willingness to try, preparation, and time management. New students in carrying out self-regulation, the learning process becomes more optimal and tends to have good achievements. This is because they are used to being trained to manage learning.

Self-regulation in learning consists of four main components including motivation, cognitive strategies, metacognitive and utilizing resources Learning motivation is a person's ability to do something driven by something what is in him.⁷ The urge to do something is called motivation. The motivation for self-regulation in learning for new students is making decisions to participate in learning.⁸ Cognitive learning strategies or learning methods are the process of training new students in elaborating material and learning models to organize learning activities⁹ Metacognitive is the process of planning, monitoring and evaluating new

⁴ Latipah, E. "Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study" *Jurnal Psikologi* Volume 37, No. 1, Juni 2010: 110 – 129 Doi: [10.22146/Jpsi.7696](https://doi.org/10.22146/Jpsi.7696)

⁵ Latipah, E. "Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study" *Jurnal Psikologi* Volume 37, No. 1, Juni (2010): 110 – 129 Doi: [10.22146/Jpsi.7696](https://doi.org/10.22146/Jpsi.7696)

⁶ Alwisol. (2016). *Psikologi Kepribadian* (Cetakan Ke18). UMM Pres

⁷ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against" *Humanitas*, Vol.14, No.1, Februari (2017), Hal. 41 56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

⁸ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against" *Humanitas*, Vol.14, No.1, Februari (2017), Hal. 41 56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

⁹ Latipah, E. "Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study" *Jurnal Psikologi* Volume 37, No. 1, Juni (2010): 110 – 129 Doi: [10.22146/Jpsi.7696](https://doi.org/10.22146/Jpsi.7696)

students of the learning activities carried out¹⁰ Managing resources is the process of action by new students in creating a conducive environment and utilizing learning aids so that they can support learning activities to be more optimal¹¹ Meanwhile, self-regulation in student learning according to Bandura is influenced by three factors, they are: personal, behavior and environment.¹²

Based on the search for previous studies that have relevance to the subject of discussion including; According to Rachmah, students who have many roles in carrying out self-regulation in learning have four components: motivation, cognitive, behavior and emotions.¹³ Furthermore, according to Husna, students' thoughts, emotions and actions can influence self-regulation in the learning of outstanding students.¹⁴ In addition, according to Eva Latipah, strategy and gender also affect self-regulation in student learning¹⁵ From some of the literature reviews above, the novelty and originality of the research lies in the situations and conditions of the new lifestyle at the beginning of entering *Ma'had Al-Jami'ah* experienced by new student students. According to researchers, motivational, behavioral and environmental factors at the beginning of the new students entering *Ma'had Al-Jami'ah* influenced the results of the research conducted.

Method

Research on self-regulation in learning for new students *Ma'had Al-Jami'ah* KH Achmad Siddiq State Islamic University Jember uses qualitative methods and a phenomenological approach. The approach taken by researchers is to understand phenomena from the point of view of the perpetrators so that researchers can see a comprehensive picture so that it allows the expansion of the research process.¹⁶

The implementation of this research was carried out from January to February at the KH Achmad Siddiq State Islamic University Jember located in Mataram street No. 1, Mangli, district Kaliwates, Jember Regency, East Java. The following stage are: Research preparation includes obtaining research permits, collecting data in the field, processing data and analyzing data, writing research results. Sources of research data using purposive techniques come from new students who carry out deep learning at the beginning of entering *Ma'had Al-Jami'ah*.

Tabel 1 Subyek Penelitian

¹⁰ Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct Validation of a Strategy Model of Student Self-Regulated Learning. *Journal of Educational Psychology*, 80(3), 284–290. <https://doi.org/10.1037/0022-0663.80.3.284>

¹¹ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against" *Humanitas*, Vol.14, No.1, Februari (2017), Hal. 41–56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

¹² Zimmerman, B. J. "A *Social Cognitive View of Self-Regulated Academic Learning*" *April*. (2016) <https://doi.org/10.1007/978-1-4612-3618-4>

¹³ Rachmah, D. N. "Self-Regulation in Learning for Students with Multiple Roles" *Jurnal Psikologi* Volume 42, No. 1, April (2015): 61 – 77 [10.22146/jpsi.6943](https://doi.org/10.22146/jpsi.6943)

¹⁴ A. N. Husna, F. N. Hidayati, and J. Ariati, "Regulasi Diri Mahasiswa Berprestasi," *Jurnal Psikologi*, vol. 13, no. 1, pp. 50-63, Apr. (2014). <https://doi.org/10.14710/jpu.13.1.50-63>

¹⁵ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against" *Humanitas*, Vol.14, No.1, Februari (2017) Hal. 41–56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

¹⁶ W. Creswell, J. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" (2017). (Edisi Ke 4). Pustaka Pelajar.

No	Name	Stated as
1	Mr A	New <i>Santri</i> student
2	Mr B	New <i>Santri</i> student
3	Mr C	New <i>Santri</i> student
4	Mrs D	New <i>Santri</i> student
5	Mrs E	New <i>Santri</i> student

The data collection techniques of this study used interviews and documentation. The interview technique in this study used direct interviews with several informants who were willing to conduct face-to-face interviews. Meanwhile, documentation techniques use written and electronic data on the implementation of learning for new students at the beginning of entering *Ma'had Al-Jami'ah*. While the validity of this data research is used as a comparison of data to validate the truth of the data obtained.

Result and Discussion

Self-regulation in learning for new students varies greatly, including from the aspect of their learning motivation coming from themselves and from other people. The learning method used by new student *santri* in participating in learning at *Ma'had* is using lectures and discussions between new student *santri*. This was done by the new students to facilitate the learning process and to get to know the new students at the beginning of entering *Ma'had Al-Jami'ah*. *Santri* as new students have awareness of the difficulties in learning Arabic and the books they face so that they maximize the basic skills that are carried out to improve the quality of learning so that the regulatory process is a form of metacognitive regulation that they carry out and seek help from *Moslem* teachers/*ustadzahs* or friends. Meanwhile, the success in studying for new students in self-regulation is influenced by personal, behavioral and environmental factors.

Learning through a religious approach at *Ma'had Al Jami'ah* UIN KH Achmad Siddiq Jember has had a huge impact on the learning activities of new student students. So it is necessary to adapt in order to adjust to *Ma'had*. New student *Santri* is a student who is studying at the highest level in *Ma'had* in education. New student *Santri* in carrying out their learning at *Ma'had* use discussion and dialogic learning so that it has an impact on their psychology. Therefore adjustment becomes a necessity that needs to be done in a new environment.

1. Motivation for new students to study at *Ma'had Al-Jami'ah*

The learning motivation of the respondents in making the decision to participate in learning in *ma'had* at the beginning of entering *Ma'had* varied greatly as follows from the results of interviews with the respondents.

Mr A said that he had the motivation to learn about religion to understand Islamic scholarship. The goal is to gain knowledge, "I feel able to carry out religious learning, namely Arabic because of necessity. I do this to get knowledge of my learning process smoothly because I have prepared myself beforehand."¹⁷

Meanwhile, Mr B complained that there were more and more assignments at *Ma'had*, but he chose to continue studying because of the obligations that had to be carried out.

¹⁷ Mr A, interview by Mahmud Zain, Feb 5, 2023.

However, Mr B said that the implementation of the learning process through discussion and *sorogan* depended on individual commitment so that the efforts made to get satisfactory results. I follow learning through discussion because of obligation. The success of learning through discussion and *sorogan* depends on commitment.¹⁸

The next respondent, namely Mr. C, explained that he attended the lesson through discussion and *sorogan* because he was carrying out the obligations and recommendations of the Ma'had management. In carrying out the learning he is always serious to come on time. I follow learning through discussion and *sorogan* because it is a form of responsibility towards obligations. However, following the recommendations of the Ma'had management seriously.¹⁹

Meanwhile, Mrs. D said that at the beginning of entering *Ma'had*, it provided some challenges in completing study assignments well. Actually when in the learning process using discussions and *sorogan* is easier and more fun. According to Mrs D, learning through discussion and *sorogan* at *Ma'had* makes a person enthusiastic so that it must be maintained. "Actually it's a challenge how do we complete the discussion and assignments as well as possible because basically when someone takes part in learning the challenge requires in-depth and more comfortable explanations because it's done face to face."²⁰

Furthermore, Mrs. E explained that she attended learning at *Ma'had* because it was carried out because of the obligations that new students had to follow so that she felt guilty when she did not attend. With the existence of time management capital is an effective way to get learning material God willing, it will make it easier to complete assignments on time. it's my duty to come first and feel guilty when I neglect duty.²¹

The motivation for learning for new students of UIN KH Achmad Siddiq Jember to participate in learning through discussions and *sorogan* is to gain knowledge and carry out obligations. Motivation often goes hand in hand with the goals set by someone. The higher the goal set, the greater the motivation a person has to make it happen. This is in accordance with Sutrisno's opinion that the motivating factor for someone to carry out activities is because there are goals and desires that can be achieved.²²

This study also supports Montalvo and Torres' theory of learning based on self-regulation, they see themselves as helpers in their own behavior. Thus they believe that learning is a proactive process of motivating themselves and using strategies that allow them to achieve satisfactory academic results.²³ Self-regulated learners usually have high self-efficacy for their ability to complete a learning task successfully.²⁴ In Mezei's research, he explained that a learner at an adult age, even though he has worked, still carries out self-regulation in learning to assist in their understanding.²⁵

¹⁸ Mr B, interview by Mahmud Zain, Feb 5, 2023.

¹⁹ Mr C, interview by Mahmud Zain, Feb 5, 2023.

²⁰ Mrs D, interview by Mahmud Zain, Feb 5, 2023.

²¹ Mrs E, interview by Mahmud Zain, Feb 5, 2023.

²² Sutrisno, E. "Manajemen Sumber Daya Manusia" (2012). Kencana Prenada Media Group.

²³ Rachmah, D. N. "Self-Regulation in Learning for Students with Multiple Roles" *Jurnal Psikologi* Volume 42, No. 1, April (2015): 61 – 77 10.22146/jpsi.6943

²⁴ Moore, J. L., Dickson-Deane, C., & Galyen, K. "E-Learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*," (2011). 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>

²⁵ Rachmah, D. N. "Self-Regulation in Learning for Students with Multiple Roles." *Jurnal Psikologi*

2. Cognitive learning strategies for new students at Ma'had Al-Jami'ah

Every individual in adapting does require a lot of effort in order to be able to survive and fulfill all of these needs that are desired, including the learning process for new students who are required to immediately make good adjustments at the beginning of entering *Ma'had Al-Jami'ah*.

Respondents' learning strategies differ in implementing learning at *Mah'ad*. One of them was carried out by Mr A, namely using discussions, *sorogan* and lectures. In addition, in learning also use drama to broaden knowledge. However, the obstacle experienced when using drama learning is that learning has not run optimally because it takes quite a long time.²⁶

I do learning by reading books, references on the cellphone. But the problem is that the internet quota runs out quickly so that in a month I spend tens of gigabytes, but if there is a subsidy from the campus, it's better, considering that my friends and I are new student students.²⁷

Mr. C in carrying out learning at Ma'had first prepared the materials before learning began. Mr. C felt helped by the *Moslem* teacher/*ustadzah* to understand the material and make learning tasks easier by providing ebooks.²⁸

While Mrs. D chose to carry out learning strategies by determining the time even though there were many activities. But I have to follow the learning and access books, articles even though there are difficulties experienced. Determine the time for study activities because I am busy with the organization. So I learned from books or articles on the internet, but it's also difficult to have an internet signal.²⁹

Mrs E's learning strategy must often repeat learning material, so that when the Moslem teacher/*ustadzah* explains the material she has to look for simple, easy examples so that she can be understood and remembered in memory. Learning at the beginning of entering ma'had is indeed very heavy and the workload given is reduced so that many assignments are neglected. In addition, laziness is also one of the obstacles in completing tasks and situations that are not possible.³⁰

To find out what type of learner we are, it's easier to apply the brainmapping strategy as above, we can easily focus on seeing, understanding and repeating the content of the material. I am the type of learner through audio-visual, so let me focus on using brainmapping in processing data when preparing material before learning in *Ma'had* and when participating in learning, it's the easiest way for me to stay focused. I prepared material data before learning, when I was doing brainmapping and from there I found out what I didn't have, I looked for deficiencies in my material, I did it right after overtime was over.³¹

In self-regulation during online learning during the new normal period, each new students has his own way. The pattern of self-regulation shown in this study generally arises as a result of obstacles that arise from the lack of supporting facilities.

Volume 42, No. 1, April (2015): 61 – 77 10.22146/jpsi.6943

²⁶ Mr A

²⁷ Mr B

²⁸ Mr C

²⁹ Mrs D

³⁰ Mrs E

³¹ Mrs E

The ability of new students to maximize the quality of learning by choosing to use flexible learning strategies as a form of cognitive learning strategy that they do.

New students in setting up self-study also apply a planning strategy in accordance with what has been made before. So that new students have responsibility for their learning activities.³² The responsibility of students at the beginning of entering *Ma'had* is to train skills in operating learning media.³³ Cognitive strategy self-regulation relates to one's ability to think in order to carry out learning strategies used in self-regulation in learning. According to experts to show learning strategies in self-regulation in learning to use the term learning method.³⁴ Learning methods are used to facilitate students in learning so that the quality of their learning can be achieved.

The learning method used by new students in participating in learning is using lectures and discussions between new students through learning media and so on. this is done to facilitate the learning process during the initial entry into *Ma'had*. During the implementation of learning students explore their knowledge in operating learning media and material studied before the lecture takes place. So that when lectures are carried out, new students can take part in learning even though there are obstacles experienced in Based on the explanation of the research results above, there is compatibility with Zimmerman's theory. A person's level of cognition can help carry out self-regulation in his learning.³⁵

According to Ana Yani Achdiani, to increase student learning independence, they can use an internet-based self-regulated learning approach.³⁶ The results of Ana Yani Achdiani's research were supported by Nila Rukmi Ningrum that student independence using a self-regulated learning approach really helps students in their daily lives, especially in doing course assignments.³⁷

3. Metacognitive regulation of new students at Ma'had Al - Jami'ah

Mr A said that planning in the process of participating in learning carried out various activities so that they could focus, including making good time arrangements before learning was carried out so that the learning process ran smoothly and completed assignments according to deadlines.

According to him, the online learning process in achieving the goals and learning objectives is appropriate because at the beginning of learning, a learning contract has been

³² Latipah, E. "Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study" *Jurnal Psikologi* Volume 37, No. 1, Juni (2010): 110 – 129 Doi: [10.22146/Jpsi.7696](https://doi.org/10.22146/Jpsi.7696)

³³ Pamungkas, H., & prakoso, A. "Self-Regulated Learning Bagi Mahasiswa: Pentingkah? *Jurnal Pendidikan Ekonomi*" (2020). 13(1), 69–75. <https://doi.org/10.17977/um014v13i12020p069>

³⁴ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against' *Humanitas*, Vol.14, No.1, Februari (2017), Hal. 41 56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

³⁵ Zimmerman, B. J. "A Social Cognitive View of Self-Regulated Academic Learning." *April*. (2016). <https://doi.org/10.1007/978-1-4612-3618-4>

³⁶ Yani Achdiani, A. "Implementation Of Internet-Based Self Regulated Learning To Improve Student Learning Independence" *Xi* (1), *Invotec*, Volume XI, No.1, Februari (2015): 15-22 DOI: <https://doi.org/10.17509/invotec.v11i1.4835>

³⁷ Ningrum, N. R. K., J.E. Toenlio, A., & Abidin, Z. "Analysis Of The Utilization Of Search Engines In Improving Self-Regulated Learning." *JKTP Jurnal Kajian Teknologi Pendidikan* Vol 2, No (2), Mei(2019), Hal. 149-157 DOI: <http://dx.doi.org/10.17977/um038v2i22019p149>

carried out. Mr B was very happy because there were many positive sides to be gained from learning, namely introducing himself about the world and the obstacles he faced.³⁸

The second subject, Mr. B said that he did the learning at the start of *Ma'had* according to the schedule with time management. However, before sending the assignment to *Muallim* B, check again first because of the assignment given. However, according to him, the steps taken in learning were less effective and inappropriate because during the learning process, most of the new students did copy paste. Before sending the task to the Moslem teacher/*ustadzah*, I checked again because the task was given by the chairman.³⁹

While the third subject, Mr. C said that he was planning, such as preparing material that needed to be explained. It's not just giving assignments, but what the new students feel is lack of enthusiasm to achieve or not, in my opinion, it depends on the individual because using the application can't meet so the goal isn't achieved.⁴⁰

Meanwhile, the fourth informant, Mrs. D, in her study, carried out sports activities in line with the second informant in order to stay focused on the learning process because this method was more effective and efficient about what the lecturer explained. It's lazy because we are used to the rules when learning is only absent after that it leaves the forum disorderly for me.⁴¹

In contrast to Mrs. E, time management was carried out before online learning was carried out and this step was carried out since she was small so that her self-management pattern became good. this factor is the liveliness of discussion both from the *Moslem* teacher/*ustadzah* and the new student students.⁴²

Based on the explanation of the results of the research above, the five research subjects found conformity with the Woolfolk theory that planning, monitoring, and self-assessment can help new students solve the problems they do.⁴³

4. Manage Learning Resources for new students Ma'had Al-Jami'ah

The five subjects in this study explained that in carrying out the learning process they made use of the available resources. Forms of self-regulation in learning for new students when they cannot carry out their assignments seek help from the *Moslem* teacher/*ustadzah* and friends beforehand. This step is taken to make it easier to maximize learning through social media groups. According to Mr. A Learning, actively participating in the *Ma'had* group reading books, I do my best to finish well, but if it can't be resolved properly I contact the *muallim/ustadzah* asking for a good solution but before asking for a solution I coordinate with friends.⁴⁴

The same thing was said by Mr. B asking for help from classmates through Whattshapp and conveying the problems he was facing. Asking for input and suggestions about the

³⁸ Mr A

³⁹ Mr B

⁴⁰ Mr C

⁴¹ Mrs D

⁴² Mrs E

⁴³ Latipah, E. "Experiential Learning Influence Strategies Self Regulated Learning Of Students Against" *Humanitas*, Vol.14, No.1, Februari (2017), Hal. 41-56 doi: [Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547](http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547)

⁴⁴ Mr A

problems I face from friends through class groups so that one day before the collection is over.⁴⁵

Mr C, also said that in the difficulties encountered, he asked for input and suggestions from the Muallim/*ustadzah* by communicating directly. Diligent lectures, good presentations, good communication with Muallim/*Ustadzah*.⁴⁶

However, the process of seeking help and structuring the environment carried out by Moheri was different because according to him, if he experienced difficulties, Iqbal would repeat reading the lecture material and analyze it because this could help the difficulties encountered. With this step according to him can be responsible for what he did. "Often reviewing material provided by lecturers, often reading, analyzing because it is more important than just reading. According to the schedule because it is more effective. Usually, if a task cannot be completed punctually, it is less responsible for oneself, causing a decline in existence."⁴⁷

Meanwhile, what Mrs. E had in common with the three respondents above was experiencing difficulties. According to Mrs. E, by asking for help from class mates and *Moslem* teachers/*ustadzah* by preparing in advance so that the difficulties experienced can be resolved. "*Alhamdulillah*, nothing has ever been neglected so that it cannot be resolved. But at least if there are difficulties, a plan to ask for help from class mates and consultation with the lecturer concerned must have been prepared."⁴⁸ Based on the research explanation above, new students have a pattern or form of regulation for managing resources. This is in line with the theory found by Eva Latipah that self-regulation in the learning of new students regulates resource management in the form of utilizing assistance from *Moslem* teachers/*ustadzah*, friends and experts..

5. Factors that influence new students of Ma'had Al Jami'ah

The process of achieving the learning goals of new students requires hard work to deal with all the obstacles and conflicts that occur. Hard work was done to survive the various difficulties experienced, both difficulties coming from outside and from within.

The process of self-regulation in learning for new students at the KH Achmad Siddiq State Islamic University Jember is influenced by three factors, namely personal, behavioral and environmental factors. According to Zimmerman in a social cognitive perspective that the existence of self-regulation in learning is influenced by 3 things, namely behavior, behavior and environment.⁴⁹ The following is a description of the findings of researchers in this study:

a. Person

Factors of learning motivation for Mr A, B, C and Mrs D, E in learning to gain knowledge and carry out their obligations as new student students. The high enthusiasm for learning that new students want to achieve is a driving factor in participating in learning. Besides having high enthusiasm they also have an educational background. So that the effort and confidence they have can follow the learning well.

⁴⁵ Mr B

⁴⁶ Mr C

⁴⁷ Mrs D

⁴⁸ Mrs E

⁴⁹ Zimmerman, B. J. "A Social Cognitive View of Self-Regulated Academic Learning." *April*. (2016). <https://doi.org/10.1007/978-1-4612-3618-4>

b. Behaviour

The ability and willingness of new student santri in carrying out learning to mobilize all the methods and strategies used by new student santri is quite diverse, namely motivation and the surrounding environment. So that it has an impact on the pattern of strategies they use in achieving goals or dealing with difficulties that occur.

c. The environment

The environment is one of the factors that greatly influences self-regulation in the learning of new students at UIN KH Achmad Siddiq Jember at the beginning of entering *Ma'had Al-Jami'ah*. These environmental factors include people who frequently interact with the respondents, including family members, peers and members of the community.

The five research subjects stated that encouragement and support from the people closest to them, such as family members, friends and *Moslem* teachers/clerics, were the biggest factors in the success of new students. Various forms of support from friends, family members and the *Moslem* teacher/*ustadzah* helped in providing encouragement. The form of steps taken by the university to support new students is in the form of a circular on the intensive learning process in Arabic and English. This was done by the university to facilitate the process of implementing learning in the spirit of not burdening the new students' students.

Based on the findings above, this study supports Zimmerman's theory that self-regulation in learning in a social cognitive perspective is determined by personal, behavioral and environmental factors. New students' motivation to learn in mobilizing all their metacognitive abilities to achieve goals by organizing the learning environment so that the learning process can be conducive.

Zimmerman said that personal is the strongest factor in influencing self-regulation in one's learning. But environmental factors also have a big influence. The results of this study also show that the role of the surrounding environment, such as support from family members, friends and *Moslem* teachers/*ustadzah* obtained from the five subjects, is a source of strength and motivation for learning. Likewise, the motivation to learn in new students without being implemented will also not produce anything.

Social adaptation has an influence on the development of abilities and the process of self-regulation in one's learning. The community at the beginning of entering *Ma'had* had a contributing role in the development of various aspects of life, one of which was in the aspect of religious education. *Ma'had Al-Jami'ah* UIN KH Achmad Siddiq Jember as an Islamic educational institution that has a fairly broad view of nationality and Islam is considered quite helpful. In other words, new students are encouraged to continue studying at *Ma'had Al Jami'ah*.

Conclusion

Self-regulation of new students in learning comes from themselves, each individual has the confidence and commitment to really take part in learning at *Ma'had* to gain knowledge and from outside, namely from friends' parents, namely not to burden parents by not paying tuition fees. Learning strategies use discussion and *sorogan* to add insight into knowledge in their own way and manage their learning activities Metacognitive students of new students maximize basic skills in the form of planning, monitoring, and evaluating in their learning activities. Management of new students' santri resources is carried out when they do not master the material perfectly or there

are difficulties in understanding the material so that they seek help from other people including *Moslem* teachers/*ustadzahs* and friends. New students individually learning motivation (personal), ability and willingness to deploy methods and strategies for new students short and long term goals (behavior) and support from the surrounding environment that drives individual behavior in achieving goals.

References

- Alwisol. *Psikologi Kepribadian* (Cetakan Ke 18). UMM Pres. (2016).
- A. N. Husna, F. N. Hidayati, and J. Ariati, "Regulasi Diri Mahasiswa Berprestasi," *Jurnal Psikologi*, vol. 13, no. 1. Apr. 2014. <https://doi.org/10.14710/jpu.13.1.50-63>
- Latipah, E. Self Regulated Learning Strategy And Learning Achievement: A Meta-Analytic Study: *Jurnal Psikologi* Volume 37, No. 1, Juni 2010: 110 – 129 Doi: 10.22146/Jpsi.7696
- Latipah, E.. Experiential Learning Influence Strategies Self Regulated Learning Of Students Against, *Humanitas*, Vol.14, No.1, Februari 2017. doi: <Http://Dx.Doi.Org/10.26555/Humanitas.V14i1.4547>
- Marra, M. A., Jones, S. J. M., Astell, C. R., Holt, R. A., Brooks-wilson, A., Butterfield, Y. S. N., Khattra, J., Asano, J. K., Barber, S. A., Chan, S. Y., Cloutier, A., Coughlin, S. M., Freeman, D., Girm, N., Griffith, O. L., Leach, S. R., Mayo, M., Mcdonald, H., Montgomery, S. B., ... Roper, R. L. (2003). The Genome Sequence of the SARS-Associated Coronavirus. *300*(May), 1399–1405 SARS-CoV-2 detection using real-time RT-PCR and the relationship between immunological markers Interleukin -4, Interleukin -6 and SARS-CoV-2 patient groups <https://doi.org/10.53730/ijhs.v6nS1.7192>
- Moore, J. L., Dickson-Deane, C., & Galyen, K.. E-Learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14(2), (2011). <https://doi.org/10.1016/j.iheduc.2010.10.001>
- Ningrum, N. R. K., J.E. Toenlio, A., & Abidin, Z. Analysis Of The Utilization Of Search Engines In Improving Self-Regulated Learning. *JKTP Jurnal Kajian Teknologi Pendidikan* Vol 2, No (2), Mei (2019), DOI: <http://dx.doi.org/10.17977/um038v2i22019p149>
- Pamungkas, H., & prakoso, A. Self-Regulated Learning Bagi Mahasiswa: Pentingkah? *Jurnal Pendidikan Ekonomi*, 13(1), (2020). <https://doi.org/10.17977/um014v13i12020p069>
- Pebrina, R., & Putri, I. Y. (Analysis Of Self Regulated Learning Of Pai Iain Batusangkar Students (Study Of Pai Semester Iii Class 2017)). 5(1). (2020). DOI: <http://dx.doi.org/10.31604/ristekdik.55i1>
- Rachmah, D. N. (2015). Self-Regulation in Learning for Students with Multiple Roles. *Jurnal Psikologi* Volume 42, No. 1, April 2015: 10.22146/jpsi.6943
- Sutrisno, E. *Manajemen Sumber Daya Manusia*. Kencana Prenada Media Group. (2012).
- W. Creswell, J. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Edisi Ke e). Pustaka Pelajar. (2017).
- Yani Achdiani, A. Implementation Of Internet-Based Self Regulated Learning To Improve Student Learning Independence. *Xi* (1), Invotec, Volume XI, No.1, Februari 2015. DOI: <https://doi.org/10.17509/invotec.v11i1.4835>
- Zimmerman, B. J. A Social Cognitive View of Self-Regulated Academic Learning. *April*. (2016). <https://doi.org/10.1007/978-1-4612-3618-4>
- Zimmerman, B. J., & Martinez-Pons, M. Construct Validation of a Strategy Model of Student Self-Regulated Learning. *Journal of Educational Psychology*, 80(3), (1988). <https://doi.org/10.1037/0022-0663.80.3.284>