

# The Effect of Self-Regulated Learning on Academic Achievement Among Hafiz Students

Titian Hakiki

University of Muhammadiyah Malang  
titianhakiki@gmail.com

Anissa Rembulan C.Q.

University of Muhammadiyah Malang  
Anissacahyaning@gmail.com

*Abstract.* The tradition of memorizing the Quran has been firmly rooted in the Muslim community of various ages, thus forming a cultural entity that is unique to the community. This study aims to see whether there is an effect of self-regulated learning on academic achievement among Hafiz students. Subjects in this study consisted of 54 Hafiz students from several universities. Results were analyzed through SPSS, using simple linear regression analysis. The results show that self-regulated learning has a positive effect on academic achievement ( $\beta = 0.276, p < 0.05$ ). This means that the higher the level of self-regulated learning, the higher the academic achievement of the Hafiz students and vice-versa. The results also showed that Hafiz students tend to use self-regulated learning strategies in the form of setting goals and planning, practicing and memorizing, and making notes and self-monitors. These strategies are also a form of strategy that is often used in the process of memorizing the Quran.

*Keywords :* Self-regulated learning, academic achievement, hafiz quran

## Introduction

Memorizing Qur'an is a series of activities carried out by a Muslim which includes reciting, memorizing, adding memorization, repeating it, and understanding of the Qur'an verses. The person that doing this activity known as Hafiz (Qur'an memorizer). Memorizing Qur'an is referred as one of the many phenomena of Muslims in reviving or presenting the Qur'an in daily life by reciting and memorizing it (Atabik, 2014). The tradition of memorizing Qur'an is firmly rooted in the Muslim community, then becomes a culture. Matsumoto & Juang (2004) states that culture plays a large role in shaping one's self-awareness and identity, and has a broad influence on individual behavior. Specifically, this influence can be seen in the way they dressed and the way of life practiced by the Hafiz. This shows how much influence culture has on individual lives.

One of the Hifz group who gets the most attention is college students. As we know, besides following the Hifz program they also have a primary obligation duty as students with various activities and tasks. Hafiz students are requires to achieve specified targets, following rules and etiquettes such as respects the teacher, be patient in memorizing Qur'an, consumpt halal foods, leaving syubahat, facing qiblah, and preserving ablutions (Hashim, Tamuri, & Aderi, 2014). This conditions is are different when compared to ordinary common students and can be challenging for the Hafiz students. Therefore, Hafiz students must be good at managing their time between their academic assignments and Hifz activities if they want to get good grades. As stated by MacCann, Fogarty, & Roberts (2012) that time management is very important for academic achievement of students who work part time. Raina & Verma (2017) states that academic achievement is one of the important goals that must be achieved by all individuals in learning process. Academic achievement in universities, which is shown through the Grade Point Average (GPA), is considered very important because it is one of the

requirements in pursuing a career or for continuing education into a higher level.

Academic achievement is influenced by several factors, one of them is self-regulated learning strategies. As part of the learning process in higher education that emphasizes the principle of andragogical learning, students are considered as individuals who have initiative and independence in managing their learning process. College students at least has the ability and skills to organize learning activities, controlling the learning behavior, and know the purpose of learning. That capability is what Zimmerman (1990) calls as self-regulated learning. The use of effective self regulated learning strategies in the learning process will help students obtain high academic achievement (Lee & Sohn, 2017). This is also emphasized by Zimmerman (1989) that learning outcomes depend on individual skills in applying self-regulation strategies in their learning.

Self-regulated learning is very important for Hafiz students. As states by Rachmah (2015) that students who have many roles require self regulation in their learning to get good grades. Therefore, it is not excessive if self regulated learning is considered as one of the predictors for achieving success in college. The process of self regulated learning, which includes setting goals, strategic planning, monitoring learning outcomes, and reflection, can help students to achieve the expected academic performance.

This research is expected to see the effect of self-regulated learning on academic achievement among Hafiz students. It is very interesting to study the dynamics of their learning. Thus if individuals have high self-regulated learning, academic achievement will also be high (Banarjee & Kumar, 2014; Cho & Heron, 2015; Dent & Koenka, 2016). And the other hand, if individuals low in their self-regulated learning, they also have a low academic achievement (Zimmerman & Pons, 1986). Whereas satisfactory academic achievement is one of the predictors of individual success in college.

## Literature Review

### Academic Achievement

Academic achievement is a key where individuals learn about talents, abilities, and competencies, all of which are part of an effort to develop career aspirations (Lent, 2000). Academic achievement is a psychological characteristic of an individual consists behavioral, attitude and cognitive aspects that influences student learning outcomes (Reynolds, & Walberg, 1992). In other words, academic achievement is the result obtained through individual learning efforts shown through the above. If individuals have a high learning drive, then it is likely that academic achievement will be high. Otherwise, if individuals are not studying earnestly, they will get poor grades.

Self-regulated learning is an important predictor of academic achievement and motivation of students. Self-regulated learning creates opportunities for individuals to manage their own resources and to do all the learning processes better (Banarjee & Kumar, 2014). According to Zimmerman (1989) there are three processes in self-regulated learning that are interrelated with one another. First is a meta-cognitive process in which students plan, create goals, organize, monitor, and evaluate their own learning processes. The second process is motivation, where students show high effort and perseverance in their learning activities. The third process is behavior, in this case students choosing and create learning environment to help optimal learning.

Zimmerman and Pons (1986) proposed 14 types of strategies used by students in self-regulated learning ; self evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self consequences, rehearsing and memorizing, seeking social assistance, reviewing records, and other,. These strategies used in self-regulated learning are strategies that include metacognitive, motivational and behavioral aspects (Zimmerman, 1990).

Academic achievement is the result obtained from a learning process. Academic achievement itself is influenced by several factors, including self-regulated learning. Many studies suggest that self-regulated learning is one of the best predictors of academic achievement (Pintrich & Degroot 1990). Zimmerman (1990) states that self-regulated learning is one of the factors that influence academic achievement, where individuals will obtain satisfying academic achievement when they realize and know the effective ways of learning.

Cheng's research (2011) supports the statement that components in self-regulated learning can improve students' academic achievement. Their results show that motivation, goal setting, compile actions, and the used of effective learning strategies play a significant role in student learning performance. This statement is also supported by Dent & Koenka (2016) which says that self-regulated learning is an effective way to improve academic performance.

## Methods

This present study was carried out on 54 undergraduate Hafiz students. A description of the characteristics of the research subjects as described in table 1.

*Table 1. Subject Description*

Characteristic	Description	F	Percentage
Gender	Female	49	91%
	Male	5	9%
Duration of memorizing	Less than a year	12	22%
	1-2 year	24	44%
Qur'an	More than 2 year	18	33%
	ITS	21	39%
	PPNS	1	2%
	PENS	3	6%
University	UNAIR	1	2%
	UGM	2	4%
	UM	4	7%
	UNIBRAW	3	6%
	UMM	3	6%
	UIN Malang	16	30%

This study used purposive sampling technique. Self-regulated learning measuring instrument adapted from the MSLQ scale compiled by Pintrich (1990). The MSLQ scale arranged in the form of a questionnaire using a Likert scale. While the academic achievement variable was measured using student's last grade point average (GPA). The variables then analyzed using a simple regression analysis on the SPSS program to see if there is an effect of variable independent (self-regulated learning) on variable dependent (grade point average).

## Results

Based on the SPSS analysis test using simple linear regression, we can obtained the Mean from the self-regulated learning variable ( $M = 129.22$  with an SD value = 11.23). In the empirical data, the results of the self-regulated learning scale show that the sample shows a minimum value of 105 and a maximum value of 157 so that the difference is 52. While mean obtained from the academic achievement variable th is ( $M = 3.51$  and SD = 0.26). These results indicate that the average GPA of Hafiz students is cumlaude.

The results of simple linear regression analysis shows variable X has a significance value of 0.043. The significance level less than 0.05 indicates that the independent variable is able to predict the dependent variable. This means that the X variable has a significant effect on the Y variable. From the regression analysis, the results show that self-regulated learning has a positive effect on academic achievement ( $\beta = 0.27$ ,  $p < 0.05$ ). This means, the higher the self-regulated learning, the more the academic achievement of the Hafiz students increases. Conversely, the lower the self-regulated learning, the lower the academic achievement of the Hafiz Qur'an.

## Discussion

The purpose of this study was to examine the role of self-regulated learning on academic achievement among Hafiz students. Our finding supports previous studies which state that self-regulated learning is a predictor of academic achievement (Zimmerman, 1990; Pintrich & Degroot, 1990; Kosnin, 2007; Cheng, 2011; Dent & Koenka, 2016). Self-regulated learning is an important aspect in learning process at the elementary, secondary, and advanced levels. This concept implies teaching strategy that allows individuals to develop their goals, as well as provide opportunities for individuals to be actively involved in the learning process such as setting academic goals, self monitoring, self evaluation, self strengthening, and managing resources (Ihensekhien & Salami, 2012). Therefore, self-regulated learning is very necessary for college students.

Student's self-regulated learning ability help them to manage their time through planning, directing, and receiving feedback, so that they can improve their academic performance. It can be assumed that all learners use self-regulated learning on certain levels, but self-regulated learners can be distinguished by two things. First, their awareness of the connection between learning process and learning outcomes, and second, the use of learning strategies to achieve their academic goals (Zimmerman, 1990).

The findings of this study also support previous research conducted by Rachmah (2015). Rachmah's research (2015) on post-graduate students who work and married, shows that they are able to obtain cum laude GPA just like the other classmates who do not have many roles. Rachmah (2015) implied that participants are aware about their multiple roles so they regulate all of their activities including personal matters and achieving academic goals. The finding proves the importance of self-regulated learning on post-graduate students.

Rachmah (2015) found that cultural factors also play a role in shaping student's self-regulated learning. She found that all participants holding on their strong beliefs in God and Javanese cultural values. These values then shape abilities to self-regulate their learning process such as patience, believe in God, surrender to God, control their emotions, and try their best (Rachmah, 2015). The results of this study also prove Schaie & Carstensen's statement (2006) that the influence of multiple social roles will make the self-regulation level higher than individuals who do not have multiple social roles.

From cultural perspective, we know that the role as a Hafiz or Hafizah also shapes the psychological aspects of individuals, including the abilities of self-regulated learning. Matsumoto & Juang (2004) explained that the development of psychological aspects on individual is influenced by their family, community, cultural identity, and so on. Individuals learn the specific behaviors within the community, adopted those values and then try to follow those code of ethics appropriately. In Hafiz culture, the main values are adopted from the Holy Qur'an, which includes values like the importance of making effort in life, and making plan to

achieving success. This value then encourages individual to act according to the expected behavior.

Furthermore, Trommsdorff (2009) stated that the achievement of success and self-regulation had different meanings depending on the person's cultural value orientation. In cultures that emphasize independent values, success is seen as an indicator of individual talents and abilities. Whereas in collectivist culture, the achievement of success is an indicator of individual effort and the results of support from parents and teachers. People in collectivist cultures use emotional experiences in their interpersonal aspects. So it can be understood in the context of self-regulated learning and academic achievement, individuals are encouraged to make continuous efforts to improve their achievement in order to reach the expected standards by society.

The findings also show that self-regulated learning strategies used by Hafiz students is similar to a strategies used in memorizing Qur'an. Of the 14 strategy types mentioned by Zimmerman (1990), there are three strategies that are most widely used by Hafiz students, that is setting goals and planning, practicing and memorizing, and making notes and self-monitoring. These strategies are also the form of strategies that is often used in the process of memorizing Qur'an. Although this study does not specifically measure this, the results of the study prove that memorizing Qur'an can improve students' academic performance (Nawaz & Jahangir, 2015). According to Nawaz & Jahangir (2015) memorizing Qur'an involves a cognitive process, which prepares and increases the memory capacity of the individual's brain to memorize information. In practice, to memorize every word in the Qur'an requires practices such as elaboration, visual depiction, encoding, sorting, and mnemonic coding. This shows that both self-regulated learning and memorizing Qur'an are meta-cognitive processes, and both need certain strategies to achieve the targets.

## Conclusion

The present research conclude that there is a positive effect of self-regulated learning on academic achievement on Hafiz students. In general, the ability of self-regulated learning develops better when someone is at the higher education level. Hafiz student's academic achievement besides being influenced by self-regulated learning variable, is also influenced by the activity of memorizing the Qur'an. Even so, this research have several limitations. To be more specific, future research should be made and considering other aspects of Hafiz students, as well as external and internal factors that affect student academic achievement.

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