

GAMBARAN *SELF REGULATED LEARNING* PADA SANTRI SMA PONDOK PESANTREN MODERN

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INTISARI

Self regulated learning merupakan perolehan pengetahuan dan juga keterampilan yang didapat dan berfungsi untuk melakukan penetapan tujuan, melakukan perencanaan didalam proses pembelajaran, menyusun strategi dalam pembelajaran, memperkuat diri, melakukan penilaian terhadap diri sendiri, dan memberikan instruksi secara mandiri kepada diri sendiri didalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengetahui gambaran *self regulated learning* pada santri SMA pondok pesantren modern. Metode yang dilakukan adalah deskriptif kuantitatif. Subjek penelitian adalah santri SMA laki-laki dan santri SMA perempuan dengan jumlah populasi 335 santri. Sampel yang digunakan 185 santri dengan teknik pengambilan sampel *accidental sampling*. Skala yang digunakan untuk mengukur tingkat *self regulated learning* pada santri SMA pondok pesantren modern diperoleh dari modifikasi skala *self regulated learning* milik Sari dan Linsiya (2022), dan diperoleh validitas antara 0,314 sampai dengan 0,568 dengan nilai reliabilitas 0,756. Analisa data yang digunakan adalah analisis deskriptif. Berdasarkan kategorinya bahwa *self regulated learning* santri SMA pondok pesantren masih berada pada kategori tinggi. Dilihat dari aspeknya, persentase tertinggi pada metakognitif yaitu 60,5% sedangkan aspek terendah pada behavior yaitu 57,8%. Secara demografi dapat dilihat bahwa santri laki-laki memiliki *self regulated learning* lebih tinggi sedangkan santri perempuan memiliki *self regulated learning* lebih rendah. Selain itu, santri SMA kelas 12 memiliki *self regulated learning* lebih tinggi. Peneliti selanjutnya dapat menggunakan metode kualitatif untuk mendapatkan gambaran yang lebih dalam.

Kata Kunci: *Self Regulated Learning*, Pondok Pesantren Modern, Santri.

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PROFILE SELF REGULATED LEARNING OF HIGH SCHOOL STUDENTS IN MODERN PONDOK PESANTREN

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ABSTRACT

Self-regulated learning is the acquisition of knowledge and skills which are acquired and function to set goals, plan the learning process, develop strategies in learning, strengthen oneself, carry out self-assessments, and provide instructions independently to oneself in the learning process. The aim of this research is to determine the description of self-regulated learning in modern Islamic boarding school high school students. The method used is quantitative descriptive. The research subjects were male and female high school students and male and female high school students with a population of 335 students. The sample used was 185 students using the Accidental Sampling technique. The scale used to measure the level of self-regulated learning in modern Islamic boarding school high school students was obtained from a modification of Sari and Linsiya's (2022) self-regulated learning scale, and obtained validity between 0.314 to 0.568 with a reliability value of 0.756. The data analysis used is descriptive analysis. Based on his deception, the self-regulated learning of Islamic boarding school high school students is still in the high category. Judging from the aspects, the highest percentage is in metacognitive, namely 60.5%, while the lowest aspect is in behavior, namely 57.8%. Demographically, it can be seen that male students have higher learning independence while female students have lower learning independence. Apart from that, grade 12 high school students have higher learning independence. Future researchers can use qualitative methods to get a deeper picture.

Keyword: Self Regulated Learning, boarding school, students.

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