



## **Self-Regulated Learning Practices in Qur'an Memorization: A Study in an Islamic Integrated Elementary School**

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### **Abstract**

This study aims to examine the implementation of self regulated learning in Qur'anic memorization at SD IT Al Jannah Karawang. Employing a qualitative approach with a single case study design, the research explores how students regulate their learning processes in tahfidz activities, as well as the roles of teachers and parents in supporting this process. Data were collected through observations, semi structured interviews, documentation, and questionnaires involving students, teachers, and parents. The findings reveal that self regulated learning has been systematically implemented through structured memorization planning, routine recitation submission, continuous monitoring using tahfidz achievement records, and periodic evaluation. These practices reflect the phases of forethought, performance, and self reflection, indicating that students are gradually developing independent learning behaviors. However, several challenges remain, including learning fatigue, variations in student motivation, dependence on teacher guidance, and differences in parental involvement. The study also highlights the significant role of teachers as facilitators and motivators, as well as parents as learning companions at home, in strengthening students' self regulation. Furthermore, the integration of spiritual values within the tahfidz program contributes to enhancing students' intrinsic motivation. This study contributes to the literature on self regulated learning by demonstrating its application within Islamic educational contexts and underscores the importance of collaborative support between school and family in fostering students' learning autonomy.

**Keywords:** Self Regulated Learning, Qur'anic Memorization, Tahfidz Education, Primary School Students, Islamic Education, Learner Autonomy.

### **INTRODUCTION**

Education occupies a profoundly strategic role in shaping human quality across intellectual, emotional, social, and spiritual domains. Within the Islamic worldview, education is not merely oriented toward cognitive development but also aims to cultivate individuals who are faithful, knowledgeable, and morally grounded. One distinctive manifestation of Islamic education is tahfidz Al Qur'an or Qur'anic memorization, which transcends conventional academic activity and constitutes an act of worship requiring sincerity, discipline, and sustained commitment. In contemporary educational discourse, such integrative goals resonate with the broader emphasis on holistic human development and character formation as essential components of quality education systems (OECD, 2018; World Bank, 2018). In Indonesia, this orientation is institutionally reinforced through the National Education System,

which emphasizes the development of learners who are not only intellectually competent but also spiritually and morally grounded (Kementerian Pendidikan dan Kebudayaan, 2013). In practice, however, the demands placed upon learners, particularly within integrated Islamic elementary schools known as Sekolah Dasar Islam Terpadu, are increasingly complex.

Students are simultaneously expected to achieve general academic competencies while fulfilling structured Qur'anic memorization targets. This dual demand necessitates a high degree of learner autonomy and the ability to effectively manage one's own learning processes. Contemporary educational research highlights that learners are no longer passive recipients of knowledge but active agents who regulate their cognition, motivation, and behavior in response to dynamic learning environments (Zimmerman, 2008). Empirical evidence consistently demonstrates that long term academic success is more strongly associated with students' capacity for self regulation than with static measures of intelligence or external instructional factors (Panadero, 2017; Dignath and Büttner, 2018).

Within this context, the concept of self regulated learning becomes particularly salient. Self regulated learning refers to a proactive and cyclical process in which learners set goals, employ appropriate strategies, monitor their progress, and reflect upon outcomes to optimize learning performance (Zimmerman, 2000; Pintrich, 2004). Students who exhibit strong self regulated learning skills tend to demonstrate greater persistence in challenging tasks, higher academic achievement, and enhanced adaptability to diverse learning demands (Dent and Koenka, 2016; Panadero, 2017). Moreover, self regulated learning is not limited to cognitive processes but also encompasses metacognitive awareness, motivational regulation, and behavioral control, forming a multidimensional construct that is essential for effective learning in both secular and religious domains (Dignath and Büttner, 2018).

In the specific context of tahfidz Al Qur'an, the relevance of self regulated learning becomes even more pronounced. Qur'anic memorization requires continuous repetition known as muroja'ah, disciplined time management, and the ability to cope with cognitive fatigue and fluctuating motivation. Studies indicate that learners who possess strong self regulatory capacities, such as setting daily memorization targets, maintaining consistent review routines, and engaging in self evaluation, achieve more stable and higher quality memorization outcomes (Rahmawati and Lestari, 2020; Yusoff and Kamal, 2019). In addition, within Islamic educational philosophy, the principles embedded in self regulated learning such as self reflection or muhasabah, discipline, and accountability align closely with broader goals of character development (Ismail and Abd. Rahman, 2019). Despite its theoretical and practical significance, empirical investigations on self regulated learning within

Qur'anic memorization, particularly at the elementary school level, remain limited.

Existing studies predominantly focus on secondary school students, university learners, or pesantren contexts, often emphasizing the relationship between self regulated learning and memorization outcomes rather than examining its implementation in structured classroom settings (Fauziah and Rahman, 2019; Nurlaila, 2020). Furthermore, many elementary level learners still demonstrate a strong dependence on teacher directed instruction, lack personal memorization goals, and rarely engage in systematic self evaluation. This condition indicates that self regulated learning competencies are not yet optimally developed during this critical stage of learning and character formation (Zimmerman, 2008; Panadero, 2017).

This gap highlights the need for more context specific and developmentally appropriate investigations into how self regulated learning is implemented in tahfidz learning among elementary students. Understanding how young learners plan, monitor, and evaluate their memorization processes, as well as the roles played by teachers and parents, can provide valuable insights for designing more effective pedagogical interventions. Integrating self regulated learning strategies into daily tahfidz activities, such as collaborative goal setting, structured reflection, and adaptive feedback, has the potential to enhance not only memorization outcomes but also students' independence and lifelong learning capacities (Zimmerman and Schunk, 2011; Dignath and Büttner, 2018). Therefore, this study seeks to address these gaps by examining the implementation of self regulated learning in tahfidz Al Qur'an instruction at SD IT Al Jannah Karawang. By exploring students' regulatory practices alongside the supporting roles of teachers and parents, this research aims to contribute both theoretically and practically to the development of more holistic and student centered tahfidz learning models that emphasize not only quantitative memorization targets but also the cultivation of autonomous, disciplined, and spiritually grounded learners.

## **RESEARCH METHODS**

This chapter outlines the research methodology employed to examine the implementation of self regulated learning in Qur'anic memorization at SD IT Al Jannah Karawang. The study adopts a qualitative approach with a single case study design to enable an in depth exploration of learning practices, interactions, and contextual factors influencing students' self regulation in tahfidz activities (Creswell, 2014; Yin, 2018). The focus of the research is on self regulated learning, which includes aspects of planning, monitoring, learning strategies, emotional regulation, and reflection (Zimmerman, 2000; Pintrich, 2004). Conceptually, self regulated learning refers to students' ability to actively manage their learning processes, while operationally it is examined through

indicators such as goal setting, monitoring progress, memorization strategies, emotional and motivational regulation, and reflective practices.

The study is conducted at SD IT Al Jannah Karawang, involving students, tahfidz teachers, and parents selected through purposive sampling to ensure data relevance and depth (Patton, 2015). Data collection techniques include semi structured interviews, observations, documentation, and questionnaires used as supporting data for triangulation, complemented by field notes to capture contextual insights (Creswell, 2014). Data analysis is carried out using thematic analysis through stages of coding, theme development, and interpretation, while questionnaire data are analyzed descriptively to strengthen the findings (Braun and Clarke, 2006). Ethical considerations are carefully applied, including informed consent, confidentiality, and voluntary participation (Israel and Hay, 2006). Overall, this methodological framework provides a systematic foundation for generating comprehensive and credible findings regarding the implementation of self regulated learning in tahfidz education.

## **RESULT AND DISCUSSION**

The findings of this study demonstrate that the implementation of self regulated learning in Qur'anic memorization at SD IT Al Jannah Karawang reflects a structured and pedagogically meaningful learning process. The presence of clearly defined daily targets, routine memorization sessions, and systematic monitoring through tahfidz achievement records indicates that the learning process is not incidental but intentionally designed to foster students' autonomy. These practices align with the three cyclical phases of self regulated learning proposed by Zimmerman, namely forethought, performance, and self reflection, in which learners actively plan, execute, and evaluate their learning processes (Zimmerman, 2000). In this context, students are not merely passive recipients of instruction but are gradually guided to become active agents who regulate their memorization strategies, particularly through the consistent application of *tikrar* as a cognitive rehearsal strategy. This finding corroborates prior research emphasizing the effectiveness of repetition in strengthening memorization retention (Al Qasim, 2019) and highlights the adaptability of self regulated learning principles within religious education settings.

Furthermore, the study reveals that students have begun to exhibit emerging self regulatory capacities, particularly in terms of goal setting, time management, and self monitoring. However, these capacities remain partially dependent on external guidance, indicating that students are still in the developmental phase of self regulation. This condition is theoretically grounded in the notion that self regulated learning evolves progressively and requires scaffolding, especially among primary school learners (Panadero et al., 2019). The variability in students' motivation, focus, and consistency in memorization

further underscores the dynamic nature of self regulation, which is influenced by both internal and external factors. Consistent with Broadbent and Poon (2019), effective learning outcomes are closely associated with learners' ability to regulate their cognitive and motivational processes; however, such regulation must be continuously nurtured through structured support systems.

The challenges identified in this study, including student fatigue, fluctuating motivation, and uneven parental involvement, illustrate that the development of self regulated learning is neither linear nor uniform. The experience of boredom during prolonged memorization activities suggests the need for pedagogical innovation to sustain engagement, as also highlighted by Yusoff and Kamal (2019), who argue that Qur'anic memorization demands high perseverance and thus requires varied instructional strategies. In response to these challenges, the integration of interactive techniques such as verse continuation games serves as an effective pedagogical intervention that not only alleviates cognitive fatigue but also reinforces students' engagement and motivation. This indicates that the success of self regulated learning is closely tied to the teacher's ability to design adaptive and student centered learning experiences.

In addition, the findings emphasize the significant role of social context in shaping students' self regulated learning. Teachers function as facilitators who provide instructional structure, feedback, and motivational reinforcement, while also embedding spiritual values such as patience, sincerity, and discipline into the learning process. This dual role reflects a holistic approach to education that integrates cognitive and affective dimensions of learning. Simultaneously, parental involvement emerges as a critical factor in reinforcing learning habits outside the classroom. Although most parents provide support through supervision and encouragement, inconsistencies in their involvement affect students' ability to maintain regular memorization practices at home. This observation reinforces the perspective that self regulated learning is socially mediated and develops through continuous interaction between learners and their environments (Zimmerman, 2000).

Moreover, the integration of spiritual values within the tahfidz program contributes to the strengthening of students' motivational regulation. The internalization of religious meanings transforms memorization from a purely academic task into a form of worship, thereby enhancing both intrinsic and extrinsic motivation. This finding suggests that value based education can serve as a powerful driver in sustaining students' engagement and perseverance in learning. Such integration not only supports the development of self discipline but also fosters a deeper sense of purpose in learning activities, which is essential for long term retention and commitment.

Overall, the discussion indicates that the implementation of self regulated learning in tahfidz education at SD IT Al Jannah Karawang has been effectively initiated through structured planning, consistent monitoring, and collaborative support between teachers and parents. Nevertheless, the development of full learner autonomy remains an ongoing process that requires continuous reinforcement, pedagogical innovation, and strengthened home school collaboration. These findings contribute to the growing body of literature on self regulated learning by demonstrating its applicability within Islamic educational contexts, while also highlighting the importance of integrating cognitive strategies, motivational support, and spiritual values in fostering holistic student development.

## **CONCLUSION**

This study affirms that the implementation of self regulated learning in Qur'anic memorization at SD IT Al Jannah Karawang has evolved into an integrative ecosystem of learner autonomy. Through the cyclical phases of forethought, performance, and self reflection, students are not merely engaged in memorizing verses but also in internalizing disciplined learning behaviors, systematically documented through the tahfidz achievement record. Nevertheless, the presence of challenges such as mental saturation and variations in student motivation indicates that self regulation at the primary school level remains a developing capacity. As such, it requires a symbiotic form of support in which teachers function as facilitators and parents act as consistent companions in supporting muraja'ah practices at home. From a theoretical perspective, these findings enrich the discourse on Islamic education by demonstrating that the integration of spiritual values can activate intrinsic motivation in a more profound and sustainable manner.

To further enhance the effectiveness of self regulated learning, strategic, collaborative, and innovative efforts are required. Students should be encouraged to assume the role of active managers of their own memorization targets, while teachers need to continuously evolve their instructional approaches by incorporating more varied and engaging methods to reduce instructional dependency. At the institutional level, schools are expected to develop more systematic partnerships with families to ensure the continuity of disciplined learning practices beyond the classroom. Given the limitations of this study, particularly its scope and methodological approach, future research is recommended to explore self regulated learning through longitudinal designs or mixed methods approaches across different educational levels. Such efforts are essential to map the developmental trajectory of students' self regulation in a more comprehensive manner and to support findings with broader quantitative evidence.

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