



How Can the Discipline of Muslim Students Be Improved? Testing the Effectiveness of Self-Regulated Learning Technique

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ABSTRACT

Discipline is a form of obedience and compliance by an individual to the values and norms prevalent in the community. This study aims to determine the effectiveness of self-regulated learning (SRL) in enhancing Muslim students' discipline. This research adopts a quantitative approach with a pretest-posttest control group design. Twelve Muslim students were selected as research subjects using purposive sampling techniques. The experimental group comprised six individuals, while the control group comprised six. Data analysis was conducted using the Wilcoxon test. The results of the Wilcoxon test showed $p = .027$; $p < .05$ for the experimental group and $p = .026$; $p < .05$ for the control group. Based on the hypothesis test, it was proven that H_0 is rejected. This indicates that the SRL technique is equally effective than the reality approach, although the average discipline improved more than other interventions. The findings of this study suggest that Self-Regulated Learning is one of the techniques that can be employed to enhance the discipline of Muslim students.

Keywords: Self-Regulated Learning; Discipline; Muslim Student

ABSTRAK

Disiplin merupakan bentuk perilaku ketaatan dan kepatuhan seorang individu terhadap nilai dan norma yang berlaku di lingkungan masyarakat. Penelitian ini bertujuan untuk mengetahui keefektifan SRL dalam meningkatkan disiplin mahasiswa Muslim. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan *pretest-posttest control group design*. Dua belas mahasiswa Muslim dipilih sebagai subjek

penelitian melalui teknik pengambilan sampel *purposive sampling*. Kelompok eksperimen berjumlah 6 orang dan kelompok kontrol berjumlah 6 orang. Analisis data menggunakan uji *Wilcoxon*. Hasil uji *Wilcoxon* menunjukkan nilai $p = .027$; $p < .05$ untuk kelompok eksperimen dan $p = .026$; $p < .05$ untuk kelompok kontrol. Berdasarkan uji hipotesis, terbukti H_0 ditolak. Hal ini berarti teknik SRL yang digunakan sama efektif dibandingkan dengan pendekatan realita, meskipun rata-rata kedisiplinan lebih meningkat dibanding dengan intervensi lainnya. Hasil penelitian ini menunjukkan bahwa *Self-Regulated Learning* merupakan salah satu teknik yang dapat digunakan untuk meningkatkan disiplin mahasiswa Muslim.

Kata kunci: *Self-Regulated Learning*; Disiplin; Mahasiswa Muslim

INTRODUCTION

Successful education shapes learners to exhibit good behavior. This transformation occurs through the learning process. Effective learning can happen through personal development, including cultivating disciplined behavior. Novianty (2019) emphasizes that schools play a critical role in a child's personality development, helping them to develop self-control and discipline against harmful behaviors. As we know, discipline closely relates to rules and norms. It represents an individual's obedience to the values and norms prevalent in their community. That aligns with the view of Rivaldo and Nabella (2023), who explain that discipline reflects an orderly condition where individuals or group members comply with existing rules, whether written or unwritten. Developing disciplined behavior is essential for students to demonstrate actions that align with the norms in their environment.

Discipline also constitutes a vital aspect of Islamic teachings. It is crucial in daily life as it significantly impacts an individual's future. Discipline connects with adherence to rules and effective time management. Disciplined individuals complete assigned tasks and responsibilities on time. In Islam, discipline manifests as obedience to Allah, avoidance of negligence, provision of ease in sustenance, achievement of balance between worldly and spiritual matters, expertise in one's field, organized living, enhanced self-confidence, avoidance of sinful behavior, cultivation of empathy, and fostering independence (Suryani et al., 2022; Idris, 2023).

Islam teaches the importance of valuing time, as highlighted in Al-Qur'an Surah Al-Ashr, which states: "By time. Indeed, humanity is at a loss, except for those who have believed and done righteous deeds and advised each other to truth and patience." In the first verse of this surah, Allah underscores the significance of utilizing time productively through beneficial activities for oneself and others (Abdullah, 2015).

Discipline represents a guiding process to instill specific behavior patterns and habits or shape individuals with distinct characteristics to enhance their mental and moral standing (Novianty, 2019). Bryant (2011) supports this perspective by stating that some individuals struggle to apply disciplined behavior because they lack time management, self-regulation, ambition, concrete goals, and motivation and tend to procrastinate or exhibit laziness. Therefore, students need training to foster discipline within them. Effective discipline strategies must align with individual age and development (Sege & Siegel, 2018). This alignment is critical for students' actions and behavior in their social environment. Research by Febriani (2022) also indicates that discipline can improve through behavior modification techniques using cognitive approaches.

Various factors influence discipline among students in Indonesia. Students need to comply with rules and maintain discipline due to their Islamic Education learning (Ubaidillah et al., 2023). Students' discipline also reflects their lecturers' work discipline. Lecturers with high levels of discipline tend to elevate their students' discipline and vice versa (Jumiati, 2021). Students with moderate to low abilities often study based on their mood, leading to inefficiency, low self-esteem, lack of confidence, and poor personal discipline (Fadilah et al., 2024).

Indiscipline manifests among students at Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, mainly undergraduate students in the Faculty of Tarbiyah and Teacher Training. Preliminary studies conducted through observations and interviews reveal instances of indiscipline, such as unexcused absences, tardiness to class, failure to wear the prescribed uniform, submitting assignments late, not following the lecturer's instructions, causing disruptions in class, and using mobile phones during lessons. This observation aligns with the findings of Chiu & Chow (2011), who describe disciplinary violations, including school absences, classroom disruptions, changing seats, disrespecting teachers, and disturbing fellow students. Based on preliminary study results, the students

exhibiting indiscipline require immediate intervention. One approach is to provide support through group counseling activities to develop disciplined behavior through Self-Regulated Learning (SRL) training.

We have selected SRL training as a strategy to enhance student discipline. SRL involves regulating thoughts, feelings, and behaviors to achieve goals. It is identified as a critical factor in successful learning (Müller & Seufert, 2018). Zimmerman (1989) presents Bandura's perspective on SRL, which posits that students engaging in SRL are influenced by triadic reciprocity—self, environmental, and behavioral factors. The interplay among these factors can change through efforts to self-regulate, behavioral outcomes, and environmental adjustments (Bandura, 1986). SRL elucidates how students take charge of their learning and the strategies they develop to support it (Yot-Domínguez & Marcelo, 2017). SRL constitutes a process in which students set learning goals and subsequently monitor, regulate, and control their cognition, motivation, and behavior, guided by their objectives and environmental contexts (Zeng & Goh, 2018).

Social learning theory views SRL as a three-phase process: forethought, performance or volitional control, and self-reflection. In the first phase, students analyze learning activities, assess their potential for success, and establish goals and completion plans (Panadero & Alonso-Tapia, 2014). During the second phase, students engage in self-control and self-observation. Self-control encompasses strategies, including self-instruction, seeking help, or self-consequences (Dabbagh & Kitsantas, 2013). Self-observation implies two types of actions: self-monitoring and self-recording. Finally, the self-reflection phase involves revisiting the processes performed in the first and second phases to facilitate learning. In this phase, students evaluate their learning and justify the outcomes achieved, often through self-assessments (Zimmerman & Moylan, 2009).

Generally, SRL training spans several weeks and has multiple sessions. However, shorter-duration SRL training can be considered for time efficiency and skill enhancement in SRL to boost student discipline. Dignath et al. (2008) assert that the duration of intervention does not significantly impact SRL training effectiveness. Instead, the effectiveness of SRL training increases with shorter durations concerning the number of months of implementation (not session count) (Ulfah, 2021). In this study, a brief training format will be adopted, following the approach of Bannert and Reimann (2012), who

recommend a 20-minute duration for training respondents to apply SRL strategies. This duration follows the researchers' confirmation that respondents understand SRL strategies but have yet to develop proficiency in applying them daily.

Based on the above description, this study aims to investigate the effectiveness of SRL techniques in enhancing student discipline. Research from Sari et al. (2023) supports this intention by indicating that SRL techniques can aid in improving disciplined behavior. Additionally, the research conducted by Ramadhani et al. (2022) suggests that SRL techniques can enhance discipline. Both studies employed a single intervention—SRL—while this study utilizes two interventions: SRL for the experimental group and a reality approach for the control group.

METHODS

This study employs a quantitative approach with a pretest and posttest control group design (Sugiyono, 2016). Researchers consider this design accurate for testing hypotheses because it allows for precise evaluation of independent variables. The study samples participants using purposive sampling with the following criteria: (1) students from the Faculty of Tarbiyah and Teacher Training program at UIN Maulana Malik Ibrahim Malang, class of 2021; (2) students identified as having low self-discipline based on the self-discipline scale; (3) Faculty of Tarbiyah and Teacher Training students who agree to participate as respondents in counseling sessions. The research sample consists of 12 students aged 19-21 years.

Using the SRL technique, the research instrument utilizes a self-discipline scale as a data collection tool for the pretest and posttest during individual counseling sessions. Researchers develop the self-discipline scale by following the steps outlined by Riduwan (2013), which include (1) identifying variables in the research title formulation, (2) breaking down those variables into sub-variables, (3) finding indicators/aspects for each subvariable; (4) listing descriptors for each indicator; (5) formulating each descriptor into instrument items; (6) completing the instrument with filling instructions and an introduction. Researchers analyze the self-discipline scale using product-moment correlation while calculating reliability using Alpha Cronbach with the IBM SPSS 26 program. Additionally, experts in guidance and counseling have validated the developed instrument, confirming its

suitability as a research instrument. The categories of student self-discipline levels are as follows: scores ranging from 33 to 65 indicate a low level of discipline, scores from 66 to 99 represent a moderate level, and scores between 100 and 132 signify a high level of discipline.

Researchers employ descriptive and statistical techniques for data analysis. Descriptive analysis aims to describe pretest and posttest data. Statistical analysis seeks to determine changes in disciplinary behavior among the research subjects. Researchers process data using Microsoft Excel Office 21 and analyze it with IBM SPSS 26. They conduct hypothesis testing using the Wilcoxon test to determine whether to accept or reject the hypothesis.

RESULTS AND DISCUSSION

The implementation of counseling using the SRL technique in the experimental group showed different scores before and after the intervention. The pretest and post-test results for both the experimental and control groups can be seen in Table 1.

Table 1

Results of Pretest and Posttest for Experimental and Control Groups

Subject	Group	Pretest Score	Pretest Category	Posttest Score	Posttest Category
FS	Experimental	63	Low	105	High
HK	Experimental	62	Low	103	High
DN	Experimental	64	Low	102	High
PN	Experimental	63	Low	104	High
RN	Experimental	65	Low	107	High
MA	Experimental	62	Low	105	High
DF	Control	60	Low	89	High
RS	Control	61	Low	90	High
VK	Control	60	Low	91	High
SC	Control	65	Low	93	High
RH	Control	64	Low	89	High
GD	Control	63	Low	92	High

Table 2

The Difference in Effectiveness Between Self-Regulated Learning and Reality Counseling

Intervention	Posttest - Pretest	
	Z	p
Self-Regulated Learning (E)	-2.214	.027
Reality Approach (C)	-2.226	.026

Note. Hypothesis is tested by Wilcoxon-test; E = Experimental Group; C = Control Group; N= 6

Table 1 shows that the pretest scores of the experimental group students before receiving the intervention using SRL had an average score of 63.16, with the lowest score being 62 and the highest score being 65. In contrast, the post-test results had an average score of 104.33, with the lowest score of 102 and the highest score of 107. The control group, which received intervention using a reality approach, had a pretest average score of 62.16, with a lowest score of 60 and a highest score of 65. Meanwhile, the post-test results for the control group showed an average score of 90.66.

The results of the difference test in the experimental group can be seen in Table 2, with a p-value of .027; $p < .05$. This indicates a significant difference in student discipline levels before and after the SRL intervention. The difference test results for the pretest and post-test discipline levels of the control group had a p-value of .026; $p < .05$, indicating that the reality approach intervention influenced student discipline levels. This study shows that SRL has an effect on the discipline of Muslim students compared to other interventions. However, the average change in the discipline level of Muslim students is higher when using the SRL technique compared to other interventions.

This study aims to determine the effectiveness of the SRL technique in improving student discipline. The intervention using the SRL technique was provided to the experimental group, which consisted of six students with low discipline levels. Another six students in the control group received counseling as usual, which tended toward reality-based counseling. Before the intervention, the students' discipline levels were categorized as low, and after the intervention using the SRL technique, significant improvements were observed among the subjects.

The SRL intervention was implemented in three phases. In the first phase, students analyzed their learning activities, assessed their ability to achieve, and established goals and plans for completion (Panadero & Alonso-Tapia, 2014). This phase emphasizes students' metacognitive skills. Students were directed to understand their discipline, such as attending class and maintaining a schedule, with the aim of arriving on time and having a well-structured daily schedule. Setting these goals is essential for students to understand their learning direction.

In the second phase, students practiced self-control and self-observation using self-instruction strategies (Dabbagh & Kitsantas, 2013). After completing the first phase,

students implemented the established goals and plans. In this phase, students engaged in self-observation through self-monitoring and self-recording. Disciplined students are independent and strategic. They must take responsibility for their learning process, which includes monitoring all aspects of their education, including their progress. This monitoring allows students to track their learning development, aiding them in achieving better educational outcomes.

In the third phase, students conducted assessments of their learning efforts from the first and second phases through self-assessments (Zimmerman & Moylan, 2009). Self-assessment serves as the final step in enhancing discipline using the SRL technique. This assessment process is crucial for improving the learning journey from the first phase to the end. At this stage, students identify areas that require improvement, indicating that they have effectively applied the SRL technique to enhance their discipline.

Based on the three phases of the SRL intervention, there are variables of self-discipline with indicators of time management, self-control, and procrastination reduction. The SRL intervention also involved indicators of self (metacognitive), environment (motivation), and behavior, helping students plan and set goals, manage their study time, stay motivated, and strategize their learning.

In the control group, the reality approach was applied to six students. The intervention phases began with the researcher fostering a good relationship with the students and explaining the concept of discipline. During this initial stage, students identified their current behaviors. In the second phase, the researcher assisted students in evaluating the values of their behaviors. In the third phase, the researcher and students collaboratively planned new behaviors to help achieve their goals. This planning was specific to ensure students could repeat these behaviors later. The researcher and students committed to implementing the planned new behaviors in the fourth phase. This aligns with Wubbolding's (2007) view that a good plan must include SAMIC3 (Simple, Attainable, Measurable, Immediate, Controlled by the planner, Committed to, and Continuously done).

This study employed a quantitative analysis with SPSS to conduct the Wilcoxon difference test to compare the average scores of the experimental and control groups. This analysis revealed an Asymp Sig. (2-tailed) Alternatively, a significance value of .027, which is less than .05. This finding indicates that H₀ is rejected and H_a is accepted, meaning there

is a significant difference in the student discipline scores between the experimental group using SRL and the control group using the reality approach. Consequently, counseling using the SRL technique is more effective in improving student discipline than the traditional approach. This is consistent with the findings of Sanyata (2012), which state that behavioral approaches can help counselors assist clients in addressing interpersonal, emotional, and decision-making problems, ultimately aiming to change the client's behavior.

SRL represents a continuous process in which humans possess unique attributes bestowed by Allah SWT as living beings. Humans are given intellect and reasoning to decide, weigh, choose, and control themselves (Utari, 2021). The Quran, Surah Al-Hashr, verse 18, explains the concept of SRL: "O you who have believed, fear Allah. Moreover, let every soul look to what it has brought forth for tomorrow (the Hereafter). And fear Allah. Indeed, Allah is All-Aware of what you do." This verse instructs humans to plan their lives to attain salvation in the afterlife.

Surah Al-Hashr encompasses several key points: (1) Planning helps individuals determine the future state they desire; (2) Humans can set their desired goals and identify what is needed to achieve their future; (3) Individuals can plan who or what to involve in achieving their goals; (4) Providing opportunities and alternatives when goals are difficult to achieve fosters competence and skill in facing challenges. Individuals must improve, introspect, and learn from experiences to overcome difficulties (Utari, 2021).

This research is supported by previous studies, such as the application of SRL training in online learning, which effectively enhances student learning outcomes (Ratnafuri & Muslihati, 2020). Dianto and Wae (2023) argue that SRL can improve the cognitive domain of students through classical guidance. Additionally, research by Ikhtiati et al. (2022) demonstrates that SRL significantly boosts students' self-confidence. These studies strengthen the central hypothesis regarding the effectiveness of SRL in enhancing student discipline. SRL can self-regulate and foster obedience to rules or specific values (Supriyadi et al., 2022). Furthermore, the Prophet Muhammad stated, "The best of people are disciplined in worship" (Jameel, 2023). This indicates that Islam teaches its followers discipline.

The findings of this study are expected to provide both theoretical and practical benefits in the field of guidance and counseling. Theoretical contributions aim to offer

insights for researchers or counselors in utilizing SRL as a strategy to enhance student discipline. Practically, students can become more disciplined after participating in SRL training through group counseling.

This study has limitations, including time constraints in the research process. It was conducted only within the context of students from the Faculty of Tarbiyah and Teacher Training at UIN Maulana Malik Ibrahim Malang from the 2021 cohort. Furthermore, the research was limited to student discipline behaviors. Future researchers should expand their studies with broader subjects and utilize different intervention strategies.

CONCLUSION

Based on the analysis and discussion results, counseling with the SRL technique effectively enhances student discipline. The Wilcoxon test results support this conclusion. Statistical analysis shows that the SRL intervention is equally effective than the reality counseling intervention. However, this study is limited to the Faculty of Tarbiyah and Teacher Training students at UIN Maulana Malik Ibrahim Malang. Future researchers are encouraged to explore broader subjects and use different intervention strategies. The theoretical benefit of this study aims to contribute ideas for researchers or counselors on employing SRL as a strategy to improve student discipline. The practical benefit of this study is that students can become more disciplined after participating in SRL training.

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