

ABSTRAK

Nur Hasan, 2022, Implementasi *Self Regulated Learning* Dalam Meningkatkan Kemandirian Siswa Pada Pembelajaran Pendidikan Agama Islam Di SMK Syaiful Jamil Blega Bangkalan: Studi di SMK Syaiful Jamil, Tesis, Program Studi Pendidikan Agama Islam (PAI) Program Magister (S2) Pascasarjana IAIN Madura, Pembimbing: Dr. H. Mohammad Kosim, M.Ag. dan Dr. Abdul Mukhid, M. Pd.

Kata kunci: *Self regulated learning*, Pendidikan Islam, Kemandirian.

Implementasi *Self Regulated Learning* di SMK Syaiful Jamil menjadi metode pembelajaran yang menjadi landasan dalam meningkatkan kemandirian belajar siswa. Dengan *self regulated learning* diharapkan para siswa mampu mematangkan potensi-potensi kognitifnya. Sekalipun masih ada beberapa kendala yang diketahui oleh peneliti saat mengadakan observasi awal dilapangan bahwa siswa SMK Syaiful Jamil Blega sebagian cenderung memiliki ketidakyakinan diri dalam kemampuan menguasai materi pelajaran. Hal tersebut disebabkan oleh kurangnya kesadaran diri atas kemampuan yang dimiliki, motivasi yang rendah dan potensi dalam berfikir. Keadaan demikian dibuktikan oleh ketidak kondusifan saat pelajaran berlangsung, tidak maksimal dalam mengerjakan tugas dan prilaku-prilaku yang kurang baik. Dengan demikian perlu penekanan terkait implementasi *self regulated learning* agar siswa dapat belajar menjadi pembelajar mandiri. Siswa mampu memonitoring hingga mengevaluasi diri dalam kegiatan belajarnya. Berdasarkan Uraian diatas, maka fokus masalah yang diambil pada penelitian ini sebagai berikut: 1. Bagaimana implementasi *self regulated learning* pada pembelajaran pendidikan agama Islam di SMK Syaiful Jamil Blega Bangkalan? 2. Faktor pendukung dan penghambat apa saja dalam pelaksanaan *self regulated learning* di SMK Syaiful Jamil Blega Bangkalan? 3. Bagaimana dampak *self Regulated learning* terhadap kemandirian belajar siswa pada pembelajaran pendidikan agama Islam di SMK Syaiful Jamil Blega Bangkalan?

Metode penelitian yang penulis gunakan adalah deskriptif kualitatif. Dalam pengumpulan data, penulis menggunakan metode observasi, wawancara atau interview dan dokumentasi, sedangkan untuk analisisnya menggunakan teknik analisis deskriptif kualitatif yaitu suatu penelitian yang menunjukkan dengan mendeskripsikan pada yang terjadi dilapangan, fenomena yang ada. Beberapa deskripsi digunakan untuk menentukan prinsip-prinsip dan menjelaskan yang mengarah pada penyimpulan, selain itu penelitian ini diambil dari data-data yang sudah terkumpul di SMK Syaiful Jamil Blega Bangkalan.

Dari hasil penelitian ini dapat disimpulkan bahwa Implementasi *Self Regulated Learning* Dalam Meningkatkan Kemandirian Siswa Pada Pembelajaran Pendidikan Agama Islam Di SMK Syaiful Jamil Blega Bangkalan; a) Implementasi *self regulated learning* pada pembelajaran pendidikan agama Islam di SMK Syaiful Jamil Blega Bangkalan adalah telah terlaksana dengan baik melewati beberapa tahapan pengaturan, yakni pengaturan metakognitif, motivasi dan prilakunya. b) Faktor pendukung implementasi *self regulated learning* di SMK Syaiful Jamil Blega Bangkalan adalah rpp yang baik, siswa sudah memiliki pengetahuan awal yang disampaikan oleh guru dan sarana dan prasarana yang cukup di sekolah. Adapun faktor penghambat adalah kurangnya buku pegangan siswa, lingkungan,

kurangnya kontrol orang tua dan faktor diri sendiri (malas-malsan dikelas dan bolos jam pelajaran). c) Dampak *Self Regulated Learning* terhadap kemandirian belajar siswa pada pembelajaran pendidikan agama Islam di SMK Syaiful Jamil Blega Bangkalan ialah mampu mengarahkan siswa pada kemandirian belajar, seperti mengatur jadwal belajar, menetapkan tujuan belajar, bertanggung jawab, memecahkan masalah sendiri, dan mencari informasi yang dibutuhkan secara mandiri tanpa bergantung kepada orang lain.

ABSTRACT

Nur Hasan, 2022, Implementation of Self Regulated Learning in Improving Student Independence in Islamic Religious Education Learning at Syaiful Jamil Blega Vocational School Bangkalan: Case Study of Syaiful Jamil Vocational School, Thesis, Islamic Religious Education Study Program (PAI) Master Program (S2) Postgraduate IAIN Madura, Supervisor: Dr. H. Mohammad Kosim, M.Ag. and Dr. Abdul Mukhid, M. Pd.

Keywords: Self regulated learning, Islamic education, Independence.

Implementation of Self Regulated Learning at Syaiful Jamil Vocational School is a learning method that forms the basis for increasing student learning independence. With self-regulated learning, it is hoped that students will be able to develop their cognitive potentials. Even though there were still a number of obstacles that were discovered by the researchers when they made initial observations in the field, that some students of Syaiful Jamil Blega Vocational School tended to have self-doubt in their ability to master the subject matter. This is caused by a lack of self-awareness of the abilities possessed, low motivation and potential in thinking. This situation is evidenced by the non-conduciveness during the lesson, not optimal in carrying out assignments and unfavorable behaviors. Thus it is necessary to emphasize the implementation of self-regulated learning so that students can learn to become independent learners. Students are able to monitor and evaluate themselves in their learning activities. Based on the description above, the focus of the problem taken in this research is as follows: 1. How is the implementation of self-regulated learning in learning Islamic religious education at SMK Syaiful Jamil Blega Bangkalan? 2. What are the supporting and inhibiting factors in implementing self-regulated learning at SMK Syaiful Jamil Blega Bangkalan? 3. What is the impact of self-regulated learning on student learning independence in learning Islamic religious education at SMK Syaiful Jamil Blega Bangkalan?

The research that the writer uses is descriptive qualitative. In collecting data, the authors use the method of observation, interviews or interviews and documentation, while for the analysis using qualitative descriptive analysis techniques, namely a study that shows by describing what is happening in the field, existing phenomena. Several descriptions are used to determine the principles and explain what leads to conclusions, besides that this research is taken from data that has been collected at Syaiful Jamil Blega Vocational School Bangkalan.

From the results of this study it can be concluded that the Implementation of Self Regulated Learning in Improving Student Independence in Islamic Religious Education Learning at Syaiful Jamil Blega Vocational School Bangkalan; a) The implementation of self regulated learning in Islamic religious education learning at Syaiful Jamil Blega Vocational School Bangkalan has been carried out well through several stages of regulation, namely metacognitive regulation, motivation and behavior. b) The supporting factors for the implementation of self regulated learning in Syaiful Jamil Blega Vocational School Bangkalan are good rpp, students already have the initial knowledge conveyed by the teacher and adequate facilities and infrastructure at school. The inhibiting factors are the lack of student handbooks, the environment, lack of parental control and self-factors (lazy in class and skipping class). c) The impact of Self Regulated Learning on student learning

independence in Islamic religious education learning at Syaiful Jamil Blega Vocational School Bangkalan is being able to direct students to independent learning, such as setting study schedules, setting learning goals, being responsible, solving their own problems, and seeking needed information. independently without depending on others.