

THE EFFECTS OF MOTIVATION AND SELF-EFFICACY ON SANTRI'S SELF-REGULATED LEARNING IN MEMORIZING THE QUR'AN

Luk-Luk Nur Mufidah^{1*}, Anissatul Mufarohah²

¹² UIN Sayyid Ali Rahmatullah, Tulungagung, Indonesia
fiedafathoni19@gmail.com
anissatulmufarohah@uinsatu.ac.id

ARTICLE INFO

Article History:

Received : 01 January 2023

Revised : 24 February 2023

Accepted : 24 March 2023

Keyword:

Self efficacy;

Self regulated learning;

Memorising al quran.

*Corresponding Author

ABSTRACT

The purpose of this study is to examine and describe the level of motivation, self-efficacy, and self-regulation of students memorizing the Koran at Al-Bahjah Islamic boarding school Karangrejo Tulungagung, as well as to investigate the effect of motivation and self-regulation on self-regulated students memorizing the Koran at Al-Bahjah Islamic boarding school Karangrejo Tulungagung. This study is a correlational study since it seeks to determine the relationship between three factors, namely motivation, self-efficacy, and self-regulated learning, in Islamic boarding school pupils at al-Bahjah Karangrejo Tulungagung, East Java. According to the findings of this study, Santri memorizing the Qur'an at Islamic boarding school al-Bahjah 3 Tulungagung had a high category of memorizing motivation of 34% (17 people), a moderate category of 54% (27 people), and a low category of 13%. (6 people). Santri memorizers at al-Bahjah 3 Tulungagung Islamic boarding school with a high self-efficacy category of 10% (5 people), moderate self-efficacy category of 82% (41 people), and low self-efficacy category of 8% (4 people). Santri memorizers at Tulungagung's al-Bahjah Islamic boarding school have a high self-regulation category of 16% (8 people), a moderate category of 82% (41 people), and a low category of 2%. (1 person). There are numerous contributing aspects, like pesantren laws and memorizing targets that students must own. There are several restrictions at Al-Bahjah Islamic Boarding School, as well as schedules and goals for memorizing the Quran. Under this circumstance, pupils lack flexibility in managing themselves in order to reach the intended goals of memorizing the Qur'an.

How to Cite:

Mufidah, LN., & Mufarohah, A. (2023). The Effects Of Motivation And Self-Efficacy On Santri's Self-Regulated Learning In Memorizing The Qur'an. *Paedagogia: Jurnal Pendidikan*, 12(1), 1-13. <https://doi.org/10.24239/pdg.Vol12.Iss1.362>



<https://doi.org/10.24239/pdg.Vol12.Iss1.362>

This is an open access article under the CC-BY-NC license

INTRODUCTION

The Qur'an is *the Kalamullah* whose authenticity is highly maintained even until the Day of Resurrection. Al-Qur'an is the complement of all the books of Allah that were revealed before. Being a guide for every human being in all aspects of life. Al-Quran is a miracle given by Allah SWT to Rasulullah SAW as a giver of good news as well as a reminder. Allah's guarantee regarding the authenticity and purity of the Qur'an and the assertion that it is Allah Himself who safeguards it is proven by the ways the Prophet broadcast, guarded and justified the readings of his companions, the prohibition to write other than the Qur'an and so on. Likewise the efforts of the friends, tabi'in and every generation of Muslims who came after him to always protect and preserve the verses of the Qur'an.

Reading the Qur'an correctly and also memorizing it is a form of effort to maintain the purity of the Qur'an. One of Allah's ways to protect the Qur'an is by memorizing the Qur'an. Memorizing the Koran requires strong intentions and determination, as well as great patience. On the other hand, self-confidence and self-motivation can support students in accelerating the memorization of the Koran. Confidence from within the individual is called self-efficacy. According to Azwar, as quoted by Nissa Kurniawati, self-efficacy is a person's belief that he is able to do certain tasks well. Self-efficacy has effectiveness, that is, individuals are able to assess themselves as having the power to produce the desired effect. The high self-efficacy that is perceived will motivate individuals cognitively to act in a more directed manner, especially if the goals are to be achieved¹. Self-efficacy plays a very important role in everyday life. One aspect of life that is influenced by self-efficacy is achievement.

According to Chemers et al. Efficacy is finding that academic self-efficacy is related to achievement and self-adjustment, (directly affecting academic achievement, while indirectly influencing it through expectations and perceptions of coping). Although efficacy plays a very important role in life, it must have a strong relationship with motivation.² While human motives are drives, desires, desires, and other driving forces, which come from him, to do something. Or is it also individual achievement determines the difference in the need for achievement has been seen since the child was five years old³.

According to Sudarwan, motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain achievements in accordance with what they want. Motivation is a conscious effort to influence a

¹Kurniawati Nissa, *Improving Students' Confidence When Advancing in Front of the Class Through Reality Counseling for Class VII Students of SMP Teuku Umar Semarang Academic Year 2011/2012*. Thesis, 2012. Not published

² Chemers, MM, Hu, L.-t., & Garcia, BF (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology*, 93 (1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>

³Sobur alex, *General Psychology*, (Bandung, CV Pustaka Setia), 24.

person's behavior so that his heart is moved to act to do something. ⁴Another opinion explains the meaning of motivation as the forces contained in a person to move. ⁵Motivation is divided into two kinds, namely internal motivation and external motivation. According to him, internal motivation arises because of conditions within the individual such as; passion, desire, change, excitement, and feeling. Other internal conditions that can affect motivation include; perception, internal control, feeling, and potency. ⁶Meanwhile, external motivation arises because it is influenced by situations outside the individual, for example; academic environment, encouragement to learn, and also appreciation from people around ⁷. So that motivation and self-efficacy are interconnected in encouraging students to memorize the Al-Quran.

Al-Bahjah Islamic Boarding School is a boarding school founded by Buya Yahya based in Cirebon. One of the branches of the al-Bahjah Islamic boarding school is in Sembon Village, Karang Rejo District, Tulungagung Regency. The Al Bahjah 3 Islamic Boarding School gives a new face to the life of the people of Tulungagung. This Islamic boarding school facilitates the community's needs for da'wah activities. Apart from that, the Al-Bahjah Islamic Boarding School also provides educational facilities, economic and social activities for local residents. Albahjah Islamic Boarding School is an independent pesantren that has no affiliation with any particular community organization. Every santri is required to live in the pesantren as an integral part of the pesantren program.

The curriculum used by al-Bahjah Tulungagung Islamic boarding school is the curriculum of the salaf Islamic boarding school, namely the tahfidz al-Qur'an program, studying the books of Turat and also integrated with the modern Islamic boarding school curriculum from the education office for formal school activities. As with the existing level of education, the Al-Bahjah Tulungagung Islamic Boarding School, especially the Qur'anic Junior High School (SMPIQU) is studying for 3 years and will receive a diploma after students are able to memorize at least 15 juz.

Mulyana et al conducted research which proved that motivation has an influence on *self-regulated learning*. The higher the motivation, the higher *the self-regulated learning* and vice versa, the lower the learning motivation, the lower the *self-regulated learning*. Sadirman found that motivation is a driving force in an effort to achieve achievement. Motivation is the driving force from within students

⁴Purwanto, Ngalim, *Educational Psychology*. (Bandung: Karya Youth, 1995), 23.

⁵Irwanto, *General Psychology Student Handbook* (. Jakarta: Gramedia, 1996), 42.

⁶Lam, Cheng & William, Teacher and student intrinsic motivation in project-based learning, November 2009 *Instructional Science* 37(6):565-578

⁷Chemers, MM, Hu, L.-t., & Garcia, BF (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>

⁸Mulyana E, Bashori K, Mujidin, The Role of Learning Motivation, Self Efficacy, and Family Social Support for Self Regulated Learning in Students, *PSYCHOPEDAGOGIA* 4 (1) 111-124.

which results in learning activities, which guarantees the continuity of learning activities and is a direction for achieving learning goals.⁹

According to Schunk someone who has high self-efficacy, he will be able to make great efforts and survive when there are difficulties in achieving his goals. In addition, someone who has high self-efficacy, he is able to manage himself and there is a strong belief that he is able to achieve the goals set. This can motivate him to achieve goals.¹⁰

Research conducted by Wilda Faza and Erin Ratna Kustanti entitled "The relationship between parental social support and self-efficacy in memorizing the Qur'an in Hafidz students at the Roudhotul Huffadz Islamic Boarding School" shows that there is a positive relationship between parental social support and self-efficacy in memorizing al-Qur'an. Qur'an for hafidz students in modern Pondok Qur'an and Roudlotul Huffadz with a correlation coefficient of 0.323 with $p=0.000$ ($p<0.05$) which means that the higher the social support of parents, the higher the efficacy of memorizing the Qur'an 'an.¹¹

Amalia in her research said that there was a positive influence between *hardiness* and self-efficacy on the self-regulation of a traditional dancer in Samarinda. This shows that the higher *the hardiness* and self-efficacy of a dancer, the better self-regulation will be. In addition to having self-efficacy or strong belief in memorizing the Qur'an, a memorizer of the Qur'an must also have good self-regulation. This is because if the individual has good self-regulation, he will focus his mind and act according to the target he has achieved.¹²

Zimmerman and Schunk¹³ said that self-regulation is an individual's process of directing his thoughts, feelings and actions towards the goals he wants to achieve. Meanwhile, according to Taylor self-regulation is a self-control and internal factors of individuals that can direct their actions including observation, assessment and self-response.¹⁴

Research conducted by Ni Luh AI & Nicholas Simarmata assumes that there is a positive relationship between self-regulation and career planning for young women in Bali. This can be seen from their good self-regulation, when

⁹Sadirman, AM Interaction and Motivation for Teaching and Learning, Depok: PT Raja Grafindo Persada

¹⁰Schunk, Dale. H. *Learning Theories: An Educational Perspectives, 6th Edition* (New York: Pearson Education Inc, 2012), 34/

¹¹Faza, Wilda and Erin Ratna Kustanti, *The relationship between parental social support and self-efficacy in memorizing the Koran for Hafidz students at Modern Al-Qur'an and Roudlatul Huffadz Islamic Boarding Schools*. Empathy Journal, Vol 7, no 1, 2012

¹²Amalia, The Influence of Hardiness and Self-Efficacy on Self-Regulation Studies in Samarinda Traditional Dancers, Psikoborneo, vo.04, No.5, 2017

¹³Zimmerman, BJ, Self Regulated Learning and Academic Achievement: an Overview : *Journal of Educational Psychology* . 25(1). 3-17.1990

¹⁴Taylor, et al, Social Psychology Twelfth Edition. Jakarta: Kencana Prenada Group, 2009.

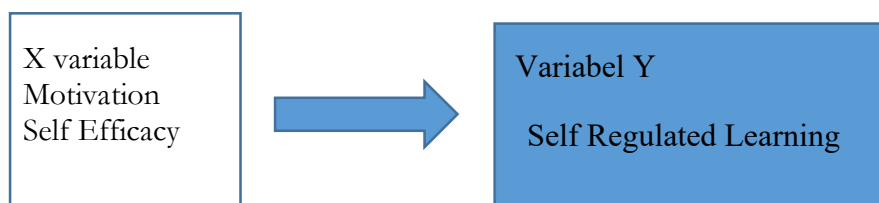
they manage the information and potential they get without neglecting their social role.¹⁵

Based on several previous studies and initial observations and initial interviews with researchers at al-Bahjah Islamic boarding school, the researcher is interested in empirically proving whether there is an effect of learning motivation and self-efficacy *on self - regulated learning* of students in memorizing the Qur'an at al-Bahjah Islamic boarding school Karangrejo Tulungagung.

Methods

This study uses a type of quantitative research that emphasizes analysis by processing numerical data with statistical methods to test hypotheses.¹⁶ This quantitative research was carried out by means of a survey, namely a survey by distributing questionnaires on motivation scales, *self-efficacy scales* and *self-regulated learning scales*.

Study This including study correlational Because study carried out with the aim to determine the relationship between 3 variables, namely Motivation, *Self Efficacy* (Efficacy Self), and *Self Regulated Learning* in Memorizational-Qur'an Santri Islamic Boarding School al-Bahjah Karangrejo Tulungagung, East Java.



Nazir explained that the correlation technique is examining the degree of dependence in the relationships between variables using the correlation coefficient. However, it needs to be explained that the use of the correlation coefficient only states the degree of dependence between the variables being tested, but does not state whether there is a relationship.¹⁷

The data collection method in this study uses a psychological scale. The form of the scale used is the Likert measurement scale for the two variables in this study, with statements that are *favourable*. Favorable statements are statements that support or side with the object¹⁸. In having an assessment category this research is a choice using 4 alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Doubtful answers were omitted because to get certainty the answers from respondents

¹⁵Luh Arick Istiyanti, Ni and Nicholas Simarmata. The Relationship Between Self-Regulation And Career Planning In Young Women In Bali. Bali: Psychology Study Program, Faculty of Medicine, Udatana University. *Journal of Udayana Psychology*. Vol. 1.No. 2, 2014

¹⁶Yatim Rianto, *Basic Research Methodology* (Surabaya: SIC, 2010), p.27

¹⁷ Nazir, Moh, *Research Methods*. (Bogor: Ghalia Indonesia, 2005), 34

¹⁸Ibid.

were between agreeing and disagreeing so that it was hoped that there would be reinforcement and nothing was unconvincing. The assessment is based on *Favourable* and *Unfavourable* statements .

In this study there is one dependent variable in the form of *Self Regulated Learning* and two independent variables namely *Memorization Motivation* and *Self Confidence* , so that the data analysis used for this research is multiple regression analysis. Multiple regression analysis is a data analysis technique in statistics which is often used to examine the effect of several variables and predict a variable (Kutner, 2005). ¹⁹So multiple regression analysis is a statistical technique to see the effect of the independent variables on the dependent variable in which each variable is in the form of a score.

Formula :

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k$$

Description: Y = Variable Bound,

X₁ = Variable Free

β₀ = intercept

β₁ = Coefficient Regression

RESULT AND DISCUSSION

Memorization Motivation

Calculation in categorization motivation memorize students at Islamic boarding school al-Bahjah 3 Tulungagung based on the calculation of the hypothetical score obtained from the value score mean and standard deviation, that is as follows:

Table 1 Categorization of Memorization Motivation

Category	Criteria	Criteria	Amount
Tall	$X \geq (M + 1.0 \text{ elementary school})$	$X \geq 77$	17 Person
Currently	$(M - 1.0 \text{ elementary school}) \leq X < (M + 1.0SD)$	$67 \leq X < 76$	27 Person
Low	$X < (M - 1.0 SD)$	$X < 66$	6 Person

Based on the diagram above, it can be concluded that the students who memorize the Qur'an at the al-Bahjah 3 Tulungagung Islamic boarding school

¹⁹ Kutner, MH, CJ Nachtsheim., and J. Neter. (2005). *Applied Linear Regression Models* . 5th ed. New York: McGraw-Hill Companies, Inc

have a high category of memorizing motivation of 34% (17 people), then those who have a moderate category 54% (27 people), and those who have low category 12% (6 people).

Self Efficacy

Calculation in categorization efficacy self Students memorizer at al-Bahjah Islamic boarding school 3 Tulungagung based calculating the mortgage score which is obtained from the score of the mean and standard deviation, namely as follows :

Table 2 Categorization of Self-Efficacy

Categorizatio n	Criteria	Criteria	Amount
Tall	$X \geq (M + 1.0SD)$	$X \geq 53$	5 People
Currently	$(M - 1.0 SD) \leq X < (M + 1.0 SD)$	$41 \leq X < 52$	41 People
Low	$X < (M - 1.0SD)$	$X < 40$	4 People

Based on the diagram above it can be concluded that students memorizer at al-Bahjah Islamic boarding school 3 Tulungagung those who have high self-efficacy category are 10% (5 people), then those who have medium category are 82% (41 people), and those who have low category are 8% (4 people).

Self Regulated Learning

Calculations in the category of *Self Regulated Learning* Students memorizer at al-Bahjah Islamic boarding school 3 Tulungagung based on the calculation of the hypothetical score obtained from the mean score and standard deviation, namely as follows:

Table 3 Categorization of Self Regulated Learning

Categorizatio n	Criteria	Criteria	Amount
Tall	$X \geq (M + 1.0SD)$	$X \geq 21$	8 people
Currently	$(M - 1.0 SD) \leq X < (M + 1.0 SD)$	$7 \leq X < 20$	41 People
Low	$X < (M - 1.0SD)$	$X < 6$	1 person

Based on the diagram above, it can be concluded that the memorizing students at Islamic boarding school al-Bahjah 3 Tulungagung have a high self-regulation category of 16% (8 people), then those who have a moderate category 82% (41 people), and those who have a low category 2% (1 person).

Multiple linear Regression Test

Analysis used to determine what percentage (%) contribution dimensions Motivation and self-efficacy towards self-regulation of students in

memorizing Al-Qur'an at the Al-Bahjah Islamic boarding school, Tulungagung, so researcher use analyst regression linear double through the *SPSS 10.0 for windows program*. This analysis is also used For test hypothesis between variable independent to variablesdependent.

The hypothesis in this analysis are:

(H0): There is no effect of motivation and self-efficacy on students' self-regulated learning in memorizing the Koran at the al-Bahjah Tulungagung Islamic boarding school .

(H1): There is an influence of motivation and self-efficacy on students' self-regulated learning in memorizing the Koran at the al-Bahjah Tulungagung Islamic boarding school .

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	std. Error of the Estimates
1	.260 ^a	068	.028	6.45784

a. Predictors: (Constant), motivation, efficacy

b. dependent Variables: performance

Based on table in on so can is known mark coefficient determination of 0.068. This means that the independent variables are motivation and *self-efficacy* give contribution as big 6,8 % to *self regulated learning* , while the remaining 93.2% is influenced by other variablesin outside research.

Next, the researcher analyzed the impact of all independent variables on memorization achievement. The results are the F test which can be seen in the table below:

Table 5 Achievement of memorizing the Koran

Model	sum of Squares	df	MeanSquare	F	Sig.	
1	Regression	142,505	2	71,253	1,709	.192 ^a
	residual	1960075	47	41,704		
	Total	2102580	49			

a. Predictors: (Constant), motivation, self-efficacy

b. dependent Variables: Self Regulated

Based on the table above, it can be seen that the significance level obtained was 0.192 ($p > 0.05$). means that H0 is accepted, that is, there is no significant effect of motivation and *self-efficacy* on self-regulated Santri in memorizing the Koran at the Al-Bahjah Tulungagung Islamic Boarding School.

This is also supported by the calculated F value = 1,709 with df1 (degrees of freedom in the numerator) = 2 and df2 (degrees of freedom in the denominator) = 47. Then compare the F table with df (numerator and denominator). The results of this comparison obtained a value of 3.20. then F table is greater than F count ($3.20 > 1.709$). So that H0 is accepted and H1 is rejected. The next test is by looking at the regression coefficient of each independent variable. Presentation of coefficient values can be seen in the table below:

Table 6 Coefficients

Model		Unstandardized Coefficients		standardized	t	Sig.
		B	std. Error	Betas		
1	(Constant)	-2,574	10,201		-.252	.802
	efficacy	.084	.179	.068	.470	.640
	Motivation	.168	.102	.237	1639	.108

a. dependent Variables: Self Regulated Learning

The linear regression equation obtained from the analysis is as follows:

Then to find out whether or not the effect on changes in the dependent variable is by looking at the sig value, if the p value < 0.05 then there is an influence on the dependent variable. Then based on the table above, it turns out that none of the independent variables has an effect on the dependent variable. The regression coefficient values are as follows:

a. Motivation

Based on multiple regression calculations at a significance level of 0.05, obtained mark significance as big 0.108 . results This show that mark significance > 0.05 , so that can concluded that No there is contribution motivation memorize to performance memorize. As for For mark *standardized Coefficients (beta)* as big 0.237. means variable motivation memorize No influential to Self Regulated Learning.

b. *Self Efficacy*

Based on multiple regression calculations at a significance level of 0.05, obtained mark significance as big 0.640 . results This show that mark significance > 0.05 , so that can concluded that No there is a contribution of self-efficacy to memorization achievement. As for the value of *Standardized Coefficients (beta)* is 0.068 . means the variable efficacy self no effect on Self Regulated Learning.

Discussion

Level Motivation Memorizing the Qur'an for students at the Al Bahjah Islamic Boarding School, Tulungagung

After researcher do categorization motivation memorize with students of Al-Bahjah Tulungagung Islamic Boarding School with a sample of 50 students (respondents), then the motivation to memorize the presentation scores the greatest frequency is in the moderate category of 54%, meaning as many as 27 Students from total sample. For categorization tall own quantity the second lowest after the low category with frequency of 34%, ie mean a total of 17 students. Meanwhile, the low category has a frequency low 12% which means a total of 6 students. These results show that motivation memorizing the students of Al-Bahjah Tulungagung Islamic Boarding School rated in a manner majority currently.

With the moderate category results obtained, it means the students of the Al-Bahjah Tulungagung Islamic Boarding School always guard the motivation in process memorize. students of Al-Bahjah Tulungagung Islamic Boarding School do not willIt's easy to give up when faced with problems. for example in one time found verses that are difficult to memorize, get sick, get in a state traveling. So student the will always try memorize Al-Qur'an Which must be memorized that day.

McClelland (in Sobur 2011) states that individual motivation arises because of the drive to achieve. The motivation is also different different Because must customized with strength his needs will performance(*Need For achievement*). Besides *need For award*, Mc Cleland Also revealed another theory of needs, namely *the Need for Power* (Necessity For control something) And *need For Affiliative* (Need For Can be friends with Who anyway, need For Can listen and etc)

In line with McClelland's opinion, the motivation of the students of the Al-Bahjah Tulungagung Islamic Boarding School will appear when they have targets or plans that can encourage them to do the best things , such as *the moment* of taking the tahfidz graduation test, including *the Need for Achievement* because preparing for the tahfidz graduation test requires a lot of effort and planning carried out by students, not only that, the environment also has an effect on motivating students of the students of the al-Bahjah Tulungagung Islamic Boarding School , the Tulungagung al-Bahjah Islamic Boarding School makes every effort to motivate students by carrying out additional extra activities such as Quran guidance, tahfidz training, studies, to tahfidz quarantine activities for a full month, these activities and studies are to increase students' *Need For Power* . While *Need For Affiliative* students usually carry out mutual viewing activities, both in deposit, murajaah or khatmil quran. That's all in order to achieve maximum memorization performance.

This fact also became one of the factors that motivated other students to start memorizing at this pesantren

Level of Self Efficacy (Self Efficacy) of students memorizing the Koran at the Al-Bahjah Tulungagung Islamic Boarding School

After the researchers categorized the Self-Efficacy of the students at the Al-Bahjah Tulungagung Islamic Boarding School with a sample of 50 students (respondents), the self-efficacy score of the highest frequency presentation was in the medium category, namely 82%, meaning as many as 41 students from the total sample. For the high categorization, it has the second least quantity after the low category, namely with a frequency of 10%, which means a total of 5 students. Meanwhile, for the low category with a frequency of 8%, there are 4 students.

Bahjah Tulungagung Islamic Boarding School students with the majority in the moderate category are certainly a positive side to face the process of memorizing the Koran. The self-efficacy of the students of Al-Bahjah Tulungagung Islamic Boarding School will always be stable if in daily life they keep trying to achieve better memorization achievements because of their abilities.

The resulting moderate category indicates that the students of the Al-Bahjah Tulungagung Islamic Boarding School are always confident in their memorization abilities even though they come from a background far from being a memorizer of the Koran. The self-efficacy obtained by this makes the students not easily give up where the graph to be achieved will be straight and not easy to fall.

The level of self-regulation (self-regulated learning) for students who memorize the Koran at the Al-Bahjah Tulungagung Islamic boarding school

After the researchers categorized the self-regulation of the Santri al-Bahjah Tulungagung Islamic Boarding School with a sample of 50 students (respondents), the *Self Regulated Learning* frequency presentation score was in the high category, which was 16%, meaning that there were 8 students from the total sample. For the medium category, it has the second quantity after the low category, namely with a frequency of 82%, which means a total of 41 students. Meanwhile, for the low category with a frequency of 2%, namely 1 student.

With the moderate category obtained, it means that the Santri of Al-Bahjah Tulungagung Islamic Boarding School can control their actions to achieve their goals well. The aim is none other than memorizing the Qur'an up to 30 chapters. In addition, with the moderate category obtained, the Al-Bahjah Tulungagung Islamic Boarding School Students are able to plan well the goals they want to achieve. Not only that, the Santri of Al-Bahjah Tulungagung Islamic Boarding School are also able to control their actions and then evaluate the actions they have taken.

Furthermore, with the moderate category obtained, Al-Bahjah Tulungagung Islamic Boarding School Santri who memorized the Qur'an were able to motivate themselves to memorize the Qur'an even though they were in conditions that did not allow it. For example, when busy with campus activities, getting sick or other obstacles. Apart from that, the Al-Bahjah Tulungagung

Islamic Boarding School students who memorize the Qur'an are also able to take advantage of the environment and create a conducive environment. Where it will support him in achieving that goal want achieved ie memorize Al-Qur'an.

The effect of motivation and self-efficacy on students' self-regulated learning in memorizing the Qur'an at the Al- Bahjah Tulungagung Islamic Boarding School

Based on the results of the analysis obtained about the effect of self-efficacy and memorization motivation on Self Regulated Learning as a whole, it shows that there is no significant effect. the significance level obtained was 0.192 ($p > 0.05$).

This is also supported by the calculated F value = 1,709 with df1 (degrees of freedom in the numerator) = 2 and df2 (degrees of freedom in the denominator) = 47.

Then compare the F table with df (the numerator and denominator). The results of this comparison obtained a value of 3.20. then F table is greater than F count ($3.20 > 1.709$). So that H0 is accepted and H1 is rejected. The next test is by looking at the regression coefficient of each independent variable. means that H0 is accepted, that is, there is no significant effect between self-efficacy and motivation to memorize the self-regulation of students in memorizing the Koran at Al- Bahjah Tulungagung Islamic Boarding School .

There are many influencing factors, including the rules of the pesantren and the memorization targets that must be owned by the students. Al-Bahjah Islamic Boarding School has many rules as well as schedules and targets for memorizing the Qur'an. With this condition, the students do not have much flexibility in managing themselves to achieve the desired goals in memorizing the Qur'an.

Education in Islamic boarding schools is social or group-based education so that togetherness in groups and maintaining shared order becomes a certainty so that self-regulated learning cannot be influenced by motivation or self-efficacy. This is different from previous studies which have proven that motivation and *self-efficacy* affect *self-regulated learning*.

CONCLUSION

Based on the results of the research that has been done, the researcher concludes that the students who memorize the Qur'an at the al-Bahjah 3 Tulungagung Islamic boarding school have a high category of memorizing motivation of 34% (17 people), then those who have a medium category are 54% (27 people), and which has a low category of 12% (6 people). Students memorizer at al-Bahjah Islamic boarding school 3 Tulungagung those who have high self-efficacy category are 10% (5 people), then those who have medium category are 82% (41 people), and those who have low category are 8% (4 people). Memorizing students at al-Bahjah 3 Tulungagung Islamic boarding school who have a high category of self-regulation are 16% (8 people), then those who have

a moderate category are 82% (41 people), and those who have a low category are 2% (1 person). There is no significant effect of motivation and *self-efficacy* on *self-regulated* Santri in memorizing the Koran at Al-Bahjah Islamic Boarding School 3 Tulungagung. The significance level obtained was 0.192 ($p > 0.05$). means that H_0 is accepted. This is also supported by the calculated F value = 1,709 with df_1 (degrees of freedom in the numerator) = 2 and df_2 (degrees of freedom in the denominator) = 47. Then compare the F table with df (numerator and denominator). The results of this comparison obtained a value of 3.20. then F table is greater than F count ($3.20 > 1.709$). So that H_0 is accepted and H_1 is rejected.

REFERENCES

- Amalia, Pengaruh Hardiness dan Efikasi diri terhadap Regulasi Diri Studi Pada Penari Tradisional Samarinda, Psikoborneo, vo.04, No.5, 2017
- Bandura, A. (1997). *The Exercise of Control*. New York: W. H. Freeman & Company.
- Bani Mukti. Faktor-faktor yang Mmempengaruhi Efikasi Diri Akademik : Jurnal Prosiding
- Seminar Nasional Magister Psikologi Ahmad dahlan, 2019. H. 343
- Bungin. (2006). *Metodologi Penelitian Kuantitatif*. Edisi pertama. Jakarta: Kencana.
- Chairani, Lisyia & Subandi. 2010. *Psikologi Santri Penghafal Al-Qur'an*. Yogyakarta: Pustaka Pelajar
- Chemers, M. M., Hu, L.-t., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>
- Daniel Cerivone, Lawrence A. Perivin Kepribadian (Jakarta:Selemba Humaika, 2018), h231
- Efendi, R. (2013). Self Efficacy: Studi Indigenou Pada Guru Bersuku Jawa. *Journal of Social and Industrial Psychology* 2 (2) 61-67.
- Faza, Wilda dan Erin Ratna Kustanti, Hubungan antara dukungan sosial orang tua dengan efikasi diri menghafal al-Qur'an pada santri Hafidz di Pondok Pesantren Modern al-Qur'an dan Roudlatul Huffadz. *Jurnal Empati*, Vol 7, no 1, 2012
- Ghufron, M.N dan Risnawita, *Teori-teori Psikologi* (Yogjakarta : Ar-Ruzz Media, 2017), 21

- H.R. Abu Daud, no. 2124., Ibn Majah, no. 215., al-Nasa'ie dalam al-Kabir, no. 8031 dan lain-lain
- Irwanto, Psikologi Umum Buku Panduan Mahasiswa (Jakarta : Gramedia, 1996)
- Hamalik, O. (2015). Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara.
- Kaswan. Psikologi Indutri & Organisasi (Bandung: Alfabeta, 2017)
- Kurniawati Nissa, Meningkatkan Kepercayaan diri Siswa saat Maju di Depan Kelas Melalui Konseling Realita Pada Siswa Kelas VII SMP Teuku Umar Semarang Tahun Ajaran 2011/2012. Skripsi,2012. Tidak diterbitkan
- King, Laura, Psikologi Umum (Jakarta : Salemba Humanika), 2010
- Kusnumawati, Paramitha dan Berliana Henu Cahyani. 2013. Peran Efikasi Diri Terhadap Regulasi Diri Pada Pelajaran Matematika Ditinjau Dari Jenis Kelamin. Jurnal SPIRITS, Vol.4, No.1
- Lam, Cheng & William, Teacher and student intrinsic motivation in project-based learning, November 2009 Instructional Science 37(6):565-578
- Latifah, Eva, Strategi Self Regulated Learning dan Prestasi Belajar : Kajian Meta Analisis. Jurnal Psikologi 2010. 37 (1) 110-129.
- Luh Arick Istriyanti, Ni dan Nicholas Simarmata. Hubungan Antara Regulasi Diri Dan Perencanaan Karir Pada Remaja Putri Di Bali. Bali: Program Studi Psikologi Fakultas Kedokteran Universitas Udatana. Jurnal Psikologi Udayana. Vol. 1. No. 2, 2014
- Mulyana E, Bashori K, Mujidin, Peran Motivasi Belajar, Self Efficacy, dan dukungan sosial keluarga terhadap Self Regulated Learning pada siswa , PSIKOPEDAGOGIA 4 (1) 111-124.
- Luh Arick Istriyanti, Ni dan Nicholas Simarmata. Hubungan Antara Regulasi Diri Dan Perencanaan Karir Pada Remaja Putri Di Bali. Bali: Program Studi Psikologi Fakultas Kedokteran Universitas Udatana. Jurnal Psikologi Udayana. Vol. 1. No. 2, 2014
- Latipah, E. (2010). Strategi Self Regulated Learning dan Prestasi Belajar: Kajian Meta Analisis. Jurnal Psikologi 37 (1) 110-129.
- Mahmudi, M. H., & Suroso. (2014). Efikasi Diri, Dukungan Sosial Dan Penyesuaian Diri Dalam Belajar. Persona, Jurnal Psikologi Indonesia 3 (2) 183-194.
- Malihah, H. (2015). Hubungan Antara Self Regulated Learning Dengan Kemampuan
- Menghafal Al-Qur'an. (Skripsi). Yogyakarta: UIN Sunan Kalijaga.

- Muharrani, T. (2012). Hubungan Antara SelfEfficacy Dengan Self-Regulated Learning Pada Mahasiswa Fakultas Psikologi USU. (Skripsi). Sumatra Utara: Universitas Sumatra Utara.
- Mukhid, A. (2009). Self Efficacy (Perspektif Teori Kognitif Sosial dan Implikasinya Terhadap Pendidikan). *Tadris* 4 (1) 106-119.
- Mulyana, E., Bashori, K., & Mujidin. (2015). Peran Motivasi Belajar, Self Efficacy, dan Dukungan Sosial Keluarga Terhadap Self Regulated Learning Pada Siswa. *PSIKOPEDAGOGIA* 4 (1) 165-171.
- Muslimah. 2016. Hubungan Antara Regulasi Diri Dengan Prokrastinasi Dalam Menghafalkan Al-Qur'an Mahasiswa UIN Maulana Malik Ibrahim Malang. Skripsi. Malang: UIN Maulana Malik Ibrahim.
- Ormrod, J. E. 2009. Psikologi Pendidikan: Membantu Siswa Tumbuh Dan Berkembang. Jakarta: Penerbit Erlangga
- Perry, J. C., Fisher, A. L., Caemmerer, J. M., Keith, T. Z. & Poklar, A. E. (2015). The Role of Social Support and Coping Skills In Promoting Self-Regulated Learning Among Urban Youth. *Youth & Souciety* 50 (4) 551- 570.
- Pintrich, P.R. 2000. The Role Of Goal Orientation In Self-Regulated Learning. In M. Bokaerts, P. Pintrich, & M. Zeidner (Eds) *Handbook Of Self-Regulation* (Pp.452-502). San Diego, CA: Academic Press
- Purwanto, Ngalm, Ilmu Psikologi Pendidikan.(Bandung : Remaja Karya, 1995),
- Rini, H. P. (2013). Self Efficacy Dengan Kecemasan Dalam Menghadapi Ujian Nasional. *Jurnal Online Psikologi* 1 (1) 111- 124.
- Santrock, W. J. (2009). Psikologi Pendidikan, Jakarta: Salemba Humanika.
- Sardiman, A. M. (2018). Interaksi dan Motivasi Belajar Mengajar. Depok: PT Raja Grafindo Persada.
- Siregar, S. (2013). Metode Penelitian Kuantitatif. Jakarta: PT Fajar Interpratama Mandiri.
- Sugiyono. (2018). Metode Penelitian Kuantitatif. Bandung : Penerbit Alfabeta.
- Sobur, alex, Drs, Msi, Psikologi Umum, (Bandung, CV Pustaka Setia), 24.
- Schunk, Dale. H. *Learning Theories: An Educational Perspectives*, 6th Edition (New York: Pearson Education Inc, 2012), 34/
- Taylor, dkk, Psikologi Sosial Edisi Kedua belas. Jakarta: Kencana Prenada Group, 2009.
- Veronica Damay, R. Pengembangan Paket Pelatihan Regulasi Diri Untuk Siswa SMP. Skripsi. (Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang, 2010)

Wulandari, Ayu. 2010. Hubungan Antara Tingkat Regulasi Dengan Tingkat Prokrastinasi Mahasiswa Angkatan 2003-2006 Fakultas Psikologi Uin Maulana Malik Ibrahim Malang. Skripsi. Malang: Uin Maulana Malik Ibrahim

Zimmerman, B.J, Self Regulated Learning and Academic Achievement: an Overview : Journal of Educational Psychology. 25(1). 3-17.1990

Zimmerman, B. J., & Paulsen, Andrew S. 1995. Self-Monitoring During Collegiate Studying: An Invaluable Tool For Academic Self-Regulation. In New Directions For Teaching And Learning Volume 1995, Issue 63, Pages 13-27, Autumn(Fall) 1995