

# Hubungan antara Raja' dan Religiusitas dengan Self-Regulated Learning = Relationship Between Raja' and religiosity with Self-Regulated Learning

Zaenal Muttaqin, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=129444&lokasi=lokal>

---

## Abstrak

Dalam melaksanakan amanah Undang-Undang Nomor 20 Tahun 2003 tentang tujuan Pendidikan Nasional Bab II Pasal 3 yaitu peningkatan kualitas sumber daya manusia yang bermartabat, beriman dan bertakwa kepada Tuhan Yang Maha Esa serta berakhhlak mulia, maka berbagai upaya dalam dunia pendidikan dilakukan untuk peningkatan kualitas SDM tersebut. Diantara upaya yang dilakukan adalah dengan pengembangan strategi belajar melalui Self-regulated learning strategy. Self-regulated learning strategy adalah strategi intervensi psiko-edukatif agar anak dapat menentukan sendiri pilihan-pilihan kegiatan belajarnya, target dan cara mencapai target yang telah ditetapkan dan kesanggupan untuk mengelola lingkungan yang kondusif sehingga meraih hasil belajar maksimal. Self-regulated learning (SRL) sangat dibutuhkan karena sangat membantu siswa berprestasi.

Regulasi diri dalam belajar (Self-regulated learning) sangat berhubungan dengan sistem belajar mengajar di kelas, bimbingan guru, bimbingan orang tua dan faktor lainnya seperti penguatan sikap raja' (harap) dan religiusitas. Jalaluddin (2005) mengungkapkan bahwa harapan (raja \*) mendorong seseorang untuk optimis, berdoa dan berusaha untuk meraih kemuliaan atau kesuksesan dalam berbagai hal termasuk didalamnya sukses dan berprestasi dalam belajar. Selain itu menurut Culliford (2002) bahwa orang dengan komitmen agama yang tinggi akan meningkat kualitas organisasi diri dan ketahanan mentalnya karena memiliki self control, self esteem & confidence yang tinggi. Juga pendapat Mc. Collough (2009) yang menyatakan bahwa orang yang beragama lebih mampu menata diri (self-regulated) daripada mereka yang tidak beragama, mengorganisasi diri -termasuk dalam belajar.

Hasil penelitian menunjukkan bahwa hipotesa yang ditengahkan dapat diterima yaitu ada hubungan yang signifikan antara raja' (harapan) dan religiusitas dengan self-regulated learning. Oleh karena itu pentingnya digalakkan pemahaman raja' dan penerapan realigiusitas yang berkesinambungan. Diharapkan dengan raja' dan religiusitas akan membantu peningkatan self-regulated learning anak.

.....In carrying out the mandate of Constitution No. 20 year 2003 on National Education goals Chapter II, Article 3, i.e. improving the quality of human resources which are dignified, faithful, noble, and pious to God Almighty, various efforts have been made in education to improve the quality of human resources .

Among the efforts is the development of learning strategies through self-regulated learning strategy. Self-regulated learning strategy is a strategy of psycho- educational intervention for children in order to determine their own choices of learning activities, targets, and how to achieve the targets set and the ability to manage a conducive environment so the maximum results of learning can be achieved. Self-regulated learning (SRL) is required because it helps students to achieve a maximum result.

Self-regulated learning is related to teaching and learning systems in the classroom, teachers, and parents guidance and other factors such as the strengthening of raja' (expectations) and religiosity. Jalaluddin (2005) explained that the expectations (raja1) to encourage someone to be optimistic, praying and trying to gain glory or success in various aspects, including success and achievement in learning. Clliford (2002), beside,

explained that people with high religious commitment will increase the quality of self-organization and mental endurance for having advanced self control, self esteem and confidence. Mc. Collough (2009) said, religious people are more capable to regulate themselves than those who are not; to make themselves well-organized—including learning activities.

The results showed that the hypothesis presented is acceptable, means there is significant relation between raja' (expectations) and religiosity with self- regulated learning. Based on the conclusions and results of analysis made, researcher advise every stakeholders the importance of intensified understanding of raja' and the application of sustainable realigiosity. Hopefully with the raja' and religiosity will help to increase self-regulated learning for children.