

## EXPLORING SELF-REGULATED LEARNING: A COMPARATIVE ANALYSIS OF ACTIVIST AND NON- ACTIVIST UNIVERSITY STUDENTS

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### Abstract

This research aims to analyse the levels of self-regulation in studying among activist and non-activist students, as well as the differences in self-regulation in studying between the two groups. The study was conducted among students of the Islamic Education Department at UMY batch 2019. The research employed a quantitative method, with data collection techniques utilizing questionnaires as primary data and interviews as secondary data. The research sample consisted of 110 students, selected through nonprobability purposive sampling. The interview respondents included 2 activist students, 2 non-activist students, 2 academic advisors, and 1 program secretary. The questionnaire data were analysed using descriptive statistical methods and independent sample t-tests. The interview data were analysed using the Miles, Huberman, and Saldana theory. The research findings indicate that self-regulation in studying among activist students is categorized as high, with an average score of 162, while self-regulation in studying among non-activist students is categorized as moderate, with an average score of 156. The

significance of the t-value is 0.153, which is greater than 0.05. Therefore, the difference is considered statistically insignificant, indicating no difference in self-regulation in studying between activist and non-activist students. The findings from this article can provide new ideas for developing educational programs that foster self-regulation and support overall student development.

**Keywords:** *Activist; Learning; Self-regulation; Student.*

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis tingkat regulasi diri dalam belajar di kalangan mahasiswa aktivis dan non-aktivis, serta perbedaan self-regulation dalam belajar antara kedua kelompok tersebut. Penelitian dilakukan pada mahasiswa prodi Pendidikan Agama Islam UMY angkatan 2019. Penelitian ini menggunakan metode kuantitatif, dengan teknik pengumpulan data menggunakan kuesioner sebagai data primer dan wawancara sebagai data sekunder. Sampel penelitian berjumlah 110 siswa yang dipilih melalui nonprobability purposive sampling. Responden wawancara terdiri dari 2 mahasiswa aktivis, 2 mahasiswa non aktivis, 2 pembimbing akademik, dan 1 sekretaris program. Data kuesioner dianalisis dengan menggunakan metode statistik deskriptif dan independent sample t-test. Data wawancara dianalisis dengan menggunakan teori Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa regulasi diri dalam belajar di kalangan mahasiswa aktivis dikategorikan tinggi dengan skor rata-rata 162, sedangkan regulasi diri dalam belajar di kalangan mahasiswa non-aktivis dikategorikan sedang dengan skor rata-rata 156. Signifikansi dari t-nilai adalah 0,153, yang lebih besar dari 0,05. Oleh karena itu, perbedaan tersebut dianggap tidak signifikan secara statistik, yang menunjukkan tidak ada perbedaan self-regulation dalam belajar antara mahasiswa aktivis dan non-aktivis. Temuan dari artikel ini dapat memberikan ide baru untuk mengembangkan program pendidikan yang menumbuhkan regulasi diri dan mendukung perkembangan mahasiswa secara keseluruhan.*

**Kata Kunci:** *Aktivis; Mahasiswa; Pembelajaran; Regulasi diri.*

## INTRODUCTION

The campus environment is an environment that students do not solely use to study, but in the campus environment, students can also use it to develop their potential. All aspects of self-potential can be developed through organizational facilities or institutions provided by the campus. This self-potential will become a soft skill that will be very useful for students to be able to achieve target achievements while studying at university. Article 5 a and b of Law Number 12 of 2012 concerning Higher Education states that the objectives of higher education are: a. Students can develop soft skills, b. To produce graduates who are competent in various branches of knowledge to help fulfil social interests (Kementrian Hukum dan HAM, 2012).

As an effort to develop students' self-potential, the organization exists and is formed as a forum for students to develop their potential so that they can fully unlock their potentials. Leadership potential, self-discipline, management, and social will develop harmoniously with organization participation. The soft skills listed in the Act above as the goal of higher education will be increasingly formed and trained with the participation of students in organizations. However, we often find that the persistence of organizational activist students is not in line with their persistence in learning lecture material. In fact, we sometimes notice that students are more active in organizational forums than in lecture forums. It's as if the student activists of this organization consider entering and attending lectures not as important as being present in organizational meetings. However, going into lectures is a way to equip yourself with knowledge, attitudes, and skills for the

future (Solichin et al., 2021: 945). This is a big question mark whether self-regulated learning is not instilled in organizations.

Self-regulation in learning is a process whereby a student can activate, condition, regulate, and maintain cognition, behavior, and feelings in a systematic and directed way that is oriented towards the goals of their learning outcomes, self-adjusted actions, and self-evaluating results so that they can complete academic work well (Zimmerman & Schunk, 2013: 4). self-regulated learning also helps students to actualize themselves through strategies and learning cycles that they regularly arrange independently (Khat & Vogel, 2022: 53). If someone's behavior shows no self-regulated learning, it will add more complex problems. Yu stated that self-regulation is a way of learning that emphasizes learning autonomy, especially in three aspects: self-generated goals, self-adjusted actions, and self-evaluated results (Yu et al., 2020: 3078). In self-regulation in student learning actively and constructively monitor and control their own motivation, cognition, and behavior towards the successful completion of academic assignments (Koto & Nirwana, 2019: 3).

The negative impact that students will feel later is being able to repeat courses because of poor grades, graduating late from the predetermined target, or student dropping out. Meanwhile, the bad impact for universities is that it can reduce the value of accreditation at the study program, faculty, and university levels. Other bad impacts can occur if this problem is not resolved immediately.

In terms of psychology, students who have entered early adulthood should ideally have applied self-regulated learning well. This is because students who enter the early adulthood

stage already have developmental characteristics, such as being task-oriented not self-ego, having clear goals with work habits with time and energy efficient habits, able to control feelings, being open to suggestions and criticism, being objective, realistic about the new situation, and being responsible (Maryati & Rezania, 2018:105). In the Qur'an, it is mentioned in Surah Al-Hashr verse 18 and Surah Ar-Rad verse 11. The meaning of these two verses is to explain that there is a necessity for human effort in planning good things for the next life because Allah will see the extent of human effort in changing the fate of life. This starts from how a human being plans and implements good things in his life (Atiyah et al., 2020: 47).

The research aims to address three primary objectives. Firstly, it seeks to examine the self-regulation in learning among student activists and non-activists within organizations. Secondly, it aims to identify any differences in self-regulation in learning between these two groups. Lastly, it aims to identify the factors that either support or hinder self-regulation in learning among student activists and non-activists within organizations in the Islamic Religious Education program of the 2019 cohort at the Universitas Muhammadiyah Yogyakarta. Based on the explanation above, the researcher is interested in researching "Comparative Study of Self-Regulation in Activist and Non-Activist Students in Learning."

## **RESEARCH METHODS**

This study applied a quantitative method. In this study, there was one variable, self-regulated learning, with the first two groups of subjects being student activist organizations class

of 2019 and the second group of subjects being non-activist student organizations class of 2019. The population of this study was all students of the Muhammadiyah University Islamic Religious Education study program Yogyakarta class of 2019/2020. The primary determinant for selecting the research location is predicated upon preliminary research involving interviews with three students, which revealed that these students encounter difficulties with self-regulation.

The total population in this study was 150 students. The research sample was taken using a non-probability sampling technique, purposive sampling, with a sample size of 110 students. Interview respondents consisted of 2 activist students, 2 non-activist students, 2 academic supervisors, and 1 study program secretary. Data collection techniques using questionnaires and interviews. The Self-Regulation Questionnaire is based on Zimmerman's theoretical framework, which consists of four essential elements: (1) establishing learning objectives, (2) devising learning strategies, (3) autonomously regulating cognition, behavior, and emotions, and (4) independently assessing learning outcomes. The questionnaire consists of a total of 54 items and exhibits a good level of reliability, as evidenced by a coefficient alpha ( $\alpha$ ) value of 0.967.

As a result, the questionnaire was employed as the principal method for gathering primary data, whilst the interview was utilized to elucidate the findings of the quantitative analysis. Questionnaire data analysis techniques used descriptive statistics and independent sample t-tests using IBM SPSS software version 25 for Windows. Descriptive statistics aim to describe the value of self-regulation in the

learning of each group of students. The questionnaire underwent a pilot test on a sample of research participants who shared similar features with the respondents in the present study. Following that, the questionnaire completed a sequence of steps dedicated to assessing its validity and reliability, resulting in the creation of a data measuring instrument that is both valid and reliable. An Independent sample t-test was held to find whether there are differences in self-regulated learning between activist students and non-activist students.

## RESULTS AND DISCUSSION

This study used 54 valid and reliable questions distributed to 110 students, with a distribution of 55 student activists and 55 non-activist students. The level of self-regulation in the learning of activist and non-activist students uses 3 categories which are high, medium, and low, based on the following calculations.

$$\begin{aligned} X_{\min} &= \text{lowest score} \times \text{number of items} = 1 \times 54 = 54 \\ X_{\max} &= \text{highest score} \times \text{number of items} = 4 \times 54 = 216 \\ \text{Range} &= X_{\max} - X_{\min} \\ &= 216 - 54 = 162 \\ \text{Mean} &= (X_{\max} + X_{\min}) / 2 \\ &= (216 + 54) / 2 = 135 \\ \text{SD} &= \text{Range} / 6 \text{ (normal curve)} \\ &= 162 / 6 = 27 \end{aligned}$$

Because the mean and SD values have been found, categorization criteria can be determined (Azwar, 2012: 17). The categorization criteria are as follows.

$X < M - 1 \text{ SD}$	
$X < 135 - 27$	Low
<b><math>X &lt; 108</math></b>	
$M - 1\text{SD} \leq X < M + 1 \text{ SD}$	
$135 - 27 \leq X < 135 + 27$	Medium
<b><math>108 \leq X &lt; 162</math></b>	
$M + 1 \text{ SD} \leq X$	
$135 + 27 \leq X$	High
<b><math>162 \leq X</math></b>	

**Table 1.** Categorization of Self-Regulatory Values in Learning Self-Regulation in Activist Student Learning

Statistics Activist Student		
N	Valid	55
	Missing	1
Mean		161.58
Std. Error of Mean		3.082
Median		158.00
Mode		136 <sup>a</sup>
Std. Deviation		22.858
Variance		522.470
Range		82
Minimum		123
Maximum		205
Sum		8887
a. Multiple modes exist. The smallest value is shown		

**Table 2.** Self-Regulation Learning in Activist Student

The table above shows that of the 55 organizational activist students of the Islamic Religious Education study program class of 2019, it is known that self-regulated learning has an average score of 161.58 with the closest rounding of 162,

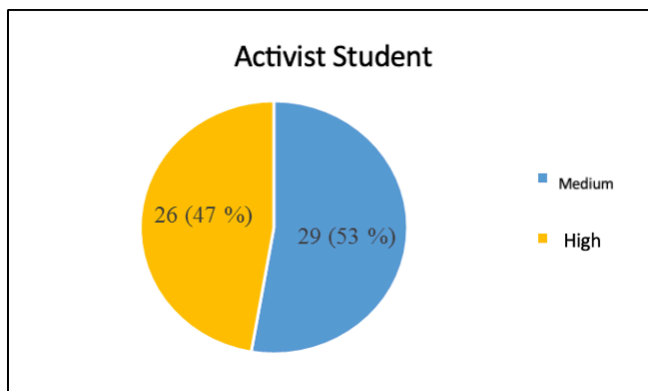


which is in the high category. In the organizational activist student group, the maximum score was 205, while the minimum score was 123.

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Medium	29	51.8	52.7	52.7
	High	26	46.4	47.3	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		

**Table 3.** Categorization of Self-Regulated Learning Values in Activist Student

Based on the categorization table of self-regulation values in organizational activist student learning above, the results obtained from 55 student activists 29 organizational activist students had moderate self-regulation values in learning with a percentage of 52.7% rounded up to 53%. Meanwhile, 26 other organizational activist students had high self-regulation values in learning, with a percentage of 47.3% rounded up to 47%. The percentages are depicted in the pie chart below.



**Figure 1.** Percentage of Self-Regulated Learning in Activist Student

Looking at the moderate and high composition of self-regulation in the learning of the majority of organizational

activist students shows that organizational activist students can regulate self-regulation in student learning according to the definition of activating, conditioning, regulating, and maintaining cognition, behavior, and feelings in a systematic and directed manner oriented towards their learning achievement goals self-adjusted actions, and self-evaluating outcomes so they can complete academic assignments well (Zimmerman & Schunk, 2013: 4). Characteristics shown during early adult development are task-oriented, efficient in time and energy, controlling feelings, objective, responsible are useful for being able to increase the value of self-regulation in student activism learning (Maryati & Rezania, 2018: 105). These characteristics are strengthened by maximizing the implementation of self-regulated learning, such as determining learning goals, developing learning strategies, controlling cognition of behavior and feelings independently, and evaluating learning outcomes independently with a standard of student self-regulation (Kristiyani, 2016: 12).

Student activist organizations are also equipped with knowledge about management and leadership. This makes activist students maximize the academic functions of students in tertiary institutions by providing conditions and a social environment that supports academics. Supportive conditions and environment will encourage students to carry out their academic tasks properly so that students can also practice self-regulation well too (Setiyawati, 2019: 77). In interviews that were conducted with student activists, academic advisors, and study program secretaries. They obtained consistent results, namely that activist students used a lot of their time in organizations to hone their skills in self-management, problem

management, and time management. These increase students do by participating in a series of organizational activities. This creates good habits for students where they are used to completing assignments well. A sense of responsibility, motivation, self-control, and evaluation of the results of student activist work is carried out to get the best results. Self-regulation in student learning by itself grows and continues to develop in line with the participation of activist students in organizational activities. Apart from that, organizational activist students also take advantage of the programs provided by the Islamic Education Department to increase self-regulated learning.

The former's research also found that student activist organizations tend to have high self-regulation values in learning because student participation in organizations can increase students in terms of insight, intellectuality, leadership, and thinking patterns (Coressel, 2014: 147). In this study, it was also found that active students in organizations had a high obligation when carrying out their duties in completing all the tasks given, both general and specific. Activist students not only learn lecture material, but when they participate in organizational activities, they will certainly get more experience (Coressel, 2014: 147). Other research also states that student participation in organizational activities reduces procrastination and increases students' ability to manage time (Putra et al., 2022: 142).

From the explanation of the discussion above, it can be concluded that organizational activist students have a high value on self-regulated learning. The good value of self-regulated learning is encouraged by student participation in

organizational activities, which can train leadership, self-management, and mindset to help maximize student academic functions in tertiary institutions, which is useful for increasing the value of self-regulation in student learning.

### Self-Regulation in Non-Activist Student Learning

Statistics		
Non- Activist Student		
N	Valid	55
	Missing	0
Mean		155.85
Std. Error of Mean		2.517
Median		154.00
Mode		147
Std. Deviation		18.665
Variance		348.386
Range		91
Minimum		122
Maximum		213
Sum		8572

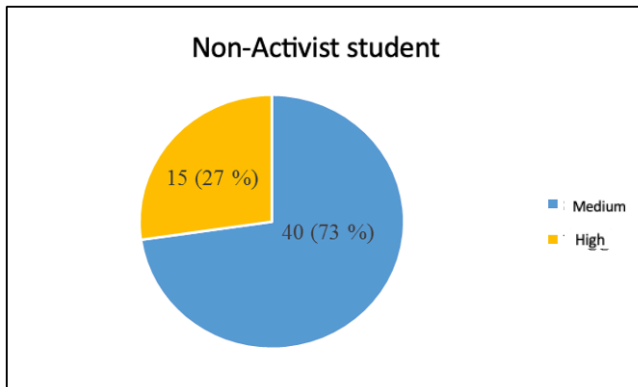
**Table 4.** Self-Regulated Learning in Non-Activist Student

The table above shows that of the 55 non-activist students in the Islamic Religious Education study program class of 2019, it is known that self-regulated learning has an average score of 155.85 with the closest rounding, 156, which is in the medium category. In the group of non-activist students, the maximum score was 213, while the minimum score was 122.

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Medium	40	72.7	72.7	72.7
	High	15	27.3	27.3	100.0
Total		55	100.0	100.0	

**Table 5.** Self-Regulated Learning in Non-Activist Student

Based on the categorization table of self-regulation values in the learning of non-organizational activist students above, the results obtained from 55 non-activist students were 40 organizational activist students who had moderate self-regulation values in learning with a percentage of 72.7% rounded up to 73%. Meanwhile, 15 other non-organizational activist students had high self-regulation values in learning, with a percentage of 27.3% rounded up to 27%. The percentages are depicted in the pie chart below.



**Figure 2.** Percentage of Self-Regulated Learning in Non-Activist Student

These results indicate that there is a significant amount of inequality. Most non-activist students have self-regulation values in learning, while only a few have high self-regulation values. The imbalance in the number of non-activist students who get self-regulation values in learning between medium and high proves that non-activist students can carry out self-

regulated learning within themselves well. However, non-activist student need support from internal and external which helps non-activist student improve self-regulated learning. Non-activist students have activities outside of lectures, some of which do not practice self-regulation in student learning.

In interviews conducted with non-activist students, academic advisors, and study program secretaries, it was found that the activities of non-activist students outside of lectures were working, helping parents, and pursuing hobbies. These activities do not help students in increasing self-regulated learning. However, non-activist students can increase self-regulated learning with a focus on determining and achieving learning goals by utilizing the programs and facilities provided by the Islamic Education Department to help expedite the learning process during college.

This study supports previous research, which found that the value of self-regulation in the learning of non-activist students is quite moderate. The reason this can happen is that non-activist students lack mastery of the art of time management, so they have difficulty dividing their time between work and college (Grahani & Mardiyanti, 2019: 51). In another study, it was found that the value of self-regulation in students tends to be moderate. Research using this qualitative method explains why non-activist students are not so strong in self-regulated learning because non-activist students are less skilled in achieving learning targets and dividing time between studying and playing (Setiyawati, 2019: 76).

The conclusion from self-regulation in non-activist student learning is that non-activist students have relatively moderate self-regulated learning. This is due to the busyness of non-

activist students outside of lecture activities such as working, helping parents, pursuing hobbies, and playing, so it is difficult for students to divide their time and focus on the learning goals that students have set. However, non-activist students are able to increase self-regulated learning by focusing on achieving learning goals independently and assisted by making good use of the programs provided by the Islamic Education Department.

### Differences in Self-Regulation in Activist and Non-Activist Student Learning

Self-regulated learning	Levene's Test for Equality of variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.301	.008	1.439	108	.153	5.727	3.979	-2.160	13.615
Equal variances not assumed			1.439	103.850	.153	5.727	3.979	-2.164	13.618

**Table 6.** Independent Samples Test

Based on the Independent Sample Test table in Levene's Test for Equality of Variances column, it can be seen that the significance of the F value is 0.008 or  $0.008 \leq 0.05$ . Thus, the variances are assumed to be unequal. Meanwhile, the significance of the t value is 0.153 or  $0.153 > 0.05$ . Thus, the difference is insignificant. Based on the independent sample T-test above, the hypothesis is that  $H_0$  accepts and  $H_a$  is rejected. Thus there is no difference in self-regulated learning between student activists and non-activists in the organization of the Islamic Religious Education study program class of 2019 Universitas Muhammadiyah Yogyakarta.

The reason there is no difference in self-regulation in the learning of student activists and non-activist student

organizations is strengthened by the results of interviews with student activists, non-activist students, academic advisors, and the secretary of the Islamic Education Department. The interview results found that activist and non-activist students received the same support, facilities, and programs from the Islamic Education Department. It's just that activist students and non-activist students have other activities outside the scope of lectures. Activist students, although they gain a lot of applied knowledge regarding time management, leadership, and responsibility, due to many organizational activities, make it difficult for activist students to manage their time between lectures and being in organizations. Meanwhile, non-activist students, although they have much free time outside of lecture hours, non-activist students use this time to work, help their parents, carry out hobbies, or even just play, so non-activist students also find it difficult to organize lectures and other activities as previously mentioned.

Students in the developmental period of early adulthood with an age range of 18-25 years (Jahja, 2011: 246). Characteristics shown during early adult development are task-oriented, efficient in time and energy, controlling feelings, objective, and responsible are useful for increasing the value of self-regulation in student activism learning (Maryati & Rezanita, 2018: 105). This is one of the things that identifies that self-regulation in student learning can also develop in harmony with the developmental characteristics of early adulthood.

This study supports previous research, which found no effect of student participation in organizations with student self-regulated learning. This is because some students who work find it difficult to share their time, as well as students who



are in organizations who feel the same way, having difficulty dividing their time between lectures and other activities (Grahani & Mardiyanti, 2019: 52). From the point of view of the definition of self-regulated learning, students, in general, have been able to carry out self-regulation well. However, because of the demands of activities, students must divide focus and time so that all activities planned by students can run well.

In addition to supporting the previous studies mentioned above, this research also refutes other previous studies. In previous studies, the results showed differences in self-regulation in the learning of student activists and non-activist student organizations. Previous research using this qualitative method found that organizational activist students interact more with other individuals by discussing it so as to hone social skills and increase self-regulated learning (Setiyawati, 2019: 78). Non-organizational activist students also carry out a lot of social interaction but have less impact on the development of self-regulation in student learning.

Self-regulation in good learning has a positive effect in the form of training oneself to make decisions that result from investment experiences while self-regulating in independent learning (Carpenter et al., 2020: 1048). Without self-regulation in cognitive learning, motivation and behaviour will not appear in a person (Schuster et al., 2020: 459). That way, they will have high self-confidence and natural perseverance in carrying out their academic assignments.

Zimmerman also said that in self-regulated learning, students actively assume personal responsibility for the learning that is carried out (Wirth et al., 2020: 1127). In other

literature, Zimmerman explained that self-regulated learning has three main cycles in its implementation;

- a. Thinking about the future. This relates to the existence of planning how to develop learning designs independently.
- b. Self-performance. Implement the learning plan that has been prepared beforehand.
- c. Self-reflection. Conduct a self-analysis regarding the decrease and increase in learning interest (Saint et al., 2022: 2).

This self-regulation cycle in learning becomes a student's journey in developing self-regulation values in learning. In developing self-regulation values, other factors influence students.

Internal supporting factors have a very important impact on students. By strengthening these internal supporting factors, students can focus on the planned future, the learning objectives set, the steps taken to get maximum learning outcomes, and the evaluation carried out when learning results are obtained. Based on interviews, the internal supporting factors for self-regulation in student learning are

- a. There is enthusiasm among students to achieve learning goals while studying in college, such as seeking knowledge, increasing friendships, exploring potential, getting satisfactory grades, graduating on time, and making themselves and their parents proud.
- b. Students have high motivation to achieve success.
- c. Students have an awareness of the importance of education for themselves and the nation.
- d. Students have a strong drive to achieve the best results by making to-do lists and targets while studying, focusing on learning goals, and evaluating

learning outcomes regularly so that they know progress in learning outcomes.

Student external supporting factors can be a trigger for student enthusiasm in studying so that the value of self-regulation in student learning increases. Enthusiasm, problem-solving assistance, provision of educational facilities provided to students can also assist students in directing learning activities and setting directions to achieve learning goals (Grahani & Mardiyanti, 2019: 51). If the internal supporting factors decrease, causing students to lose their learning direction and make students less focused, then external factors play a very important role in increasing self-regulation in student learning. The results of the interviews showed that the external supporting factors for self-regulation in student learning are as follows.

- a. Academic advisors support and assistance in solving academic problems in the form of advice, motivation, affirmation, and direct assistance.
- b. The programs provided by the Islamic Education Department are to increase student enthusiasm for learning, provide motivation, and assist students in solving academic problems.
- c. Encouragement from the immediate environment, such as family and friends.

Not only are the supporting factors that affect self-regulation in student learning but there are also inhibiting factors from both internal and external students. The internal inhibiting factor for self-regulated learning is the difficulty of fighting laziness. Laziness makes it difficult for students to focus on learning, whether to determine or make efforts to achieve learning goals.

- a. Students do not understand effective study techniques for themselves and study only at certain times before presentations or exams.
- b. Lack of students' ability to control students cognition, behavior, and feelings during the process of achieving learning goals.
- c. There is a sense of not caring about the learning outcomes achieved, so there is no desire for students to evaluate and improve these learning outcomes.

The external inhibiting factors are

- a. Busyness of students outside of lectures. Although with different activities, student activists and non-activist student organizations find it difficult to share their time because of their respective activities.
- b. Problems with the environment around students. These problems come from the lecture environment, family, and friends because these problems can confiscate student focus.
- c. Students experience distractions from small things, which really annoy students and make students forget to focus on studying in lectures.

Apart from hindering self-regulation in student learning, these factors can also negatively impact students. If self-regulated learning decreases, students can lose direction in achieving learning goals and completing college (Setiyawati, 2019: 76). Students can get unsatisfactory grades, repeat courses because of low scores, students skip classes, students don't graduate on time, or even students can drop out of university.

According to Bandura, internal and external factors influence self-regulated learning.

- a. Internal factors. Observe yourself. The ability to observe oneself can increase self-control so that

students can change themselves to be better in front of themselves and the perspective of others.

1. Find out your strengths and weaknesses.
  2. Finding out things that can interfere with learning productivity.
  3. Sharpen the strengths that are owned.
  4. Try learning methods so as to facilitate the learning process independently.
- b. External factors. There are standards of behavior that control how to behave. Living as a social being that lives and interacts with others certainly gives rise to a standard of behavior as a reference for interacting with others. These standards of behavior are formed according to each living environment (Putrie, 2021: 138).

In other literature, Zimmerman and Ponds mention that other factors influence self-regulation in student learning.

- a. Individual. Individual factors include knowledge insight, meta-cognition ability, and enthusiasm to achieve goals. Individual factors are also driven by enthusiasm and motivation to always focus on the goals that have been designed.
- b. Behavior. This behavior can also be referred to as the amount of power and effort that has been done into achieving that goal.
- c. Environment. Environmental factors are the form of social environmental support within the community, family, school, and peers to achieve goals (Sumia et al., 2020: 14).

After analysing and strengthening previous research, the results found no differences in self-regulation in the learning of activists and non-activist students of the Islamic Religious

Education Study Program, Universitas Muhammadiyah Yogyakarta.

## CONCLUSION

The study's results indicate that self-regulation in learning among Islamic Religious Education student activists within student organizations in the 2019 cohort is situated between moderate and high levels. The observed result can be ascribed to the phenomenon wherein student activists dedicate their non-academic hours to participating in various organizations, so gaining proficiency in leadership, time management, and accountability through their involvement. Conversely, non-activist student organizations within the same cohort have a prevailing tendency towards moderate self-regulation, with a majority of these organizations falling within this range. The observed result can be attributed to the engagement of non-activist students in non-academic interests during their leisure time, including part-time employment, domestic responsibilities, and recreational endeavors. Moreover, the research reveals that there are no statistically significant disparities between student activists and non-activists within the 2019 cohort. This is due to the fact that both groups allocate their leisure time to separate personal activities. The internal variables that contribute to self-regulation in student learning encompass elevated levels of passion, motivation, understanding of the importance of education, and a strong drive to attain optimal outcomes. Support is obtained from external sources such as the Student Representative Council (SRC), the educational program, and its facilities, as well as from the immediate social context, including family and

friends. In contrast, internal barriers to self-regulation in student learning encompass elements such as inertia, insufficient comprehension of tailored and efficient learning strategies, deficient cognitive regulation, behavioral and emotional challenges, and apathy towards academic achievements. External barriers to self-regulation in student learning are associated with extracurricular obligations and factors inside the student's immediate environment. While this study utilizes qualitative data to supplement the findings of the quantitative analysis, it is important to note that the qualitative data collected may not possess a significant level of depth. Hence, it is recommended that forthcoming studies adopt a mixed-methods methodology in order to acquire comprehensive and profound data.

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