

Enhancing Understanding of Religious Concepts through Self-Regulated Learning-Based Islamic Education

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ABSTRAK

Abstrak: Pendidikan agama Islam memiliki peran krusial dalam membentuk pemahaman individu tentang nilai-nilai dan konsep-konsep agama Islam. Dalam konteks globalisasi yang terus berkembang, kebutuhan akan pemahaman yang inklusif terhadap keragaman agama semakin mendesak. Artikel ini mengeksplorasi potensi integrasi konsep Self-Regulated Learning (SRL) ke dalam pembelajaran Pendidikan Agama Islam (PAI) sebagai solusi untuk meningkatkan pemahaman konsep agama. Melalui pendekatan analisis SWOT, kekuatan, kelemahan, peluang, dan ancaman dari penerapan strategi pembelajaran ini dieksplorasi secara mendalam. Hasilnya menunjukkan bahwa SRL memungkinkan siswa untuk mengembangkan keterampilan belajar mandiri, meningkatkan refleksi diri, dan mengintegrasikan nilai-nilai agama dalam kehidupan sehari-hari mereka. Namun, tantangan seperti tingkat kemandirian siswa yang beragam dan kebutuhan akan dukungan guru yang kuat juga diidentifikasi. Berdasarkan temuan ini, beberapa rekomendasi diberikan, termasuk pengembangan kurikulum yang lebih terintegrasi dengan SRL, pelatihan guru yang lebih intensif, dan integrasi teknologi dalam pembelajaran. Artikel ini berkontribusi pada pemahaman tentang bagaimana pendekatan pembelajaran berbasis SRL dapat digunakan secara efektif dalam meningkatkan pemahaman konsep agama Islam, serta menawarkan panduan bagi pendidik dan peneliti dalam menghadapi tantangan dan memanfaatkan peluang dalam konteks pendidikan agama Islam.

Abstract: Islamic religious education is crucial in shaping an individual's understanding of Islamic values and concepts. In the context of ever-evolving globalization, the need for an inclusive sense of religious diversity is increasingly urgent. This article explores the potential integration of Self-Regulated Learning (SRL) into Islamic Religious Education (PAI) learning as a solution to improve understanding of religious concepts. The strengths, weaknesses, opportunities, and threats of implementing this learning strategy are explored in depth through a SWOT analysis approach. The results show that SRL allows students to develop self-study skills, enhance self-reflection, and integrate religious values into their daily lives. However, challenges such as diverse levels of student independence and the need for solid teacher support were also identified. Based on these findings, several recommendations were given, including developing a curriculum that is more integrated with SRL, more intensive teacher training, and integrating technology in Learning. This article contributes to understanding how SRL-based learning approaches can be used effectively to enhance understanding of Islamic religious concepts, as well as offer guidance for educators and researchers facing challenges and seizing opportunities in the context of Islamic religious education.



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A. INTRODUCTION

Amid globalization, the need for a comprehensive and tolerant understanding of religious diversity is becoming increasingly urgent (Alfiyanto et al., 2023; Ikhwan et al., 2023; Saumantri & Hajam, 2023). Religious education and understanding are essential foundations in fostering inclusive understanding and respect for religious plurality (Mizani, 2022; Safitri et al., 2023). Nevertheless, although the importance of religious education and understanding has been widely recognized, effective strategies to improve understanding of spiritual concepts remain a challenge that has not been fully resolved (Khakim et al., 2023; Shoumi, 2022).

Religious education plays a vital role in shaping individual beliefs, values, and moral compasses (Elsayed et al., 2023; Faizah, 2022). In Islamic education, effective transmission of religious concepts and teachings is essential to nurture a deep understanding and appreciation of faith (Dalimunthe et al., 2023; Ma'arif, 2023; Musthofa & Divine, 2023). One approach to achieve this is by applying the principles of self-regulated Learning (SRL) in teaching Islamic Religious Education (PAI). In the rapidly changing context of education, Self-Regulated Learning (SRL)-based Learning has emerged as a promising paradigm for improving learning effectiveness.

Self-regulated Learning refers to the ability of learners to control their learning process, including setting goals, managing their time and resources, monitoring their progress, and adjusting their strategies to achieve desired outcomes (Bergin, 2023; Masaki, 2023; Parveen et al., 2023). When applied to religious education, SRL empowers students to engage with Islamic teachings more autonomously and reflectively (Al-Dawood, 2022; Alkandari & Alabdulhadi, 2023). SRL allows students to tailor their learning experience to their needs and preferences (Masaki, 2023). In the context of PAI, students can explore religious texts and concepts at their own pace, fostering a deeper personal connection with the material.

By encouraging students to participate actively in their Learning, SRL promotes critical thinking and reflection (Kramarski & Heaysman, 2023; Masaki, 2023; Torre & Daley, 2023). In PAI, students can reflect on Islamic teachings' philosophical and ethical dimensions, leading to a deeper understanding of faith (Fitrianto, 2020). When students are actively involved in setting goals and monitoring their progress, they are more likely to retain the knowledge they gain. In the context of PAI, this can lead to a more enduring understanding of religious concepts and principles (Batrisyia & Rivauzi, 2023).

SRL equips students with the skills to apply their knowledge in real-life situations (Kramarski & Heaysman, 2023). In Islamic education, this translates into the more meaningful application of religious teachings in students' daily lives, promoting a holistic understanding of Islam. To effectively integrate SRL principles into PAI learning, educators can use a variety of strategies: (1) goal setting, encouraging students to set personal learning goals related to their understanding of a particular

religious concept or text; (2) metacognitive strategies, teaching students to monitor their understanding of religious material and use strategies such as summarization and reflection; (3) self-assessment: provide opportunities for students to evaluate their learning progress and make adjustments as necessary; and (4) Collaborative Learning: fostering an environment where students can engage in peer discussion and teaching to enhance their understanding of Islamic teachings.

While PAI-based Learning offers many benefits, it is essential to consider potential challenges. For example, some students may need additional support and guidance to develop practical self-study skills. In addition, educators need to ensure that the autonomy granted to students does not jeopardize the integrity of religious teachings. In conclusion, integrating self-regulated learning principles into PAI teaching offers promising avenues for enhancing students' understanding of Islamic concepts. By empowering students to take ownership of their Learning, educators can foster more profound and meaningful engagement with faith, ultimately nurturing individuals who are knowledgeable about Islam and embody its values and principles in their lives. However, the application of the SRL concept in increasing the understanding of religious concepts has not been explored well. This is where the focal point of this research lies.

We believe integrating SRL concepts in PAI learning has great potential to deepen the understanding of religious concepts. Unfortunately, little research has comprehensively explored the impact of implementing SRL in this context. Through this research, we hope to fill this knowledge gap by investigating the effectiveness of SRL-based PAI learning in improving understanding of religious concepts. Thus, we hope to provide new insights that are valuable for Islamic religious education practitioners and other researchers in this field. In the following explanation, we will outline our research methodology, the findings we have obtained, and the practical and theoretical implications of this research. Thus, this research is expected to significantly contribute to global efforts to deepen religious understanding through PAI learning.

B. RESEARCH METHODS

This study uses qualitative methods with a SWOT analysis approach to evaluate the effectiveness of SRL-based PAI learning in improving understanding of religious concepts. This approach provided deep insight into implementing this learning strategy's strengths, weaknesses, opportunities, and threats. The SWOT analysis will provide a deep understanding of the factors influencing the effectiveness of these learning strategies and suggestions for future improvements.

C. RESULTS AND DISCUSSION

1. Identification and Classification of Forces based on SWOT analysis

Understanding the concept of Islam is a fundamental aspect of personal and spiritual growth. In Islamic education, integrating the principles of Self-Regulated Learning (SRL) can significantly increase students' understanding and involvement with Islamic religious teachings. SWOT analysis can play an essential role in identifying and classifying strengths that contribute to the effectiveness of this approach.

Table 1. Strengths in SRL-based PAI Learning in Improving Understanding of Islamic Religious Concepts

No.	Strengths
1	Enable students to develop independent skills in learning and understanding Islamic religious concepts according to their needs and interests.
2	Please pay attention to student's cognitive and emotional development as it allows them to regulate themselves and increase independence in PAI learning.
3	It provides flexibility in Learning, allowing PAI teachers to design learning experiences tailored to student's learning styles and levels of understanding.
4	Encourage self-reflection and development of students' metacognition, essential for a deeper understanding of Islamic religious concepts.
5	Integrating religious values with students' daily lives helps them see Islamic religious concepts' relevance and practical application.

2. Identification and Classification of Weaknesses based on SWOT analysis

Strengthening the understanding of religious concepts through Self-Regulated Learning (SRL) in Islamic education has become a central point in educational discourse. As an approach that emphasizes self-initiative, self-monitoring, and self-reflection, SRL is believed to improve students' understanding and application of religious teachings. However, a comprehensive SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) reveals several weaknesses that need to be addressed in this context.

Table 2. Weaknesses in SRL-based PAI Learning in Improving Understanding of Islamic Religious Concepts

No.	Weaknesses
1	It requires a high degree of independence from students in managing time and motivating themselves, which not all students may have the ability inherently.
2	Requires intense supervision and support from PAI teachers to ensure students are genuinely engaged and effectively utilize SRL strategies.
3	Adjustments may be made to the PAI curriculum and Learning materials to enable effective integration of SRL strategies, which can require additional time and resources.
4	This can pose challenges in managing time and resources for PAI teachers, especially in large or limited classroom contexts.

No.	Weaknesses
5	Requires a paradigm shift for PAI teachers and educational institutions, which may require intensive support and training.

3. Opportunity Identification and Classification based on SWOT analysis

The opportunity to increase understanding of religious concepts through SRL-based Islamic education is enormous. First, the personalized nature of SRL allows educators to cater to individual learning styles and preferences, enhancing the overall learning experience. In addition, technological advances provide opportunities to develop interactive digital resources that align with the principles of SRL, offering students a more dynamic and engaging way to explore religious concepts.

Table 3. Opportunities in SRL-based PAI Learning in Improving Understanding of Islamic Religious Concepts

No.	Opportunities
1	Provide opportunities to develop metacognitive and self-regulation skills that can help students in their lives outside the school context.
2	It can promote students' independence in Learning and self-development, which are highly valued competencies in society and work environments.
3	Provide opportunities to expand the integration of Islamic religious values with students' critical thinking and reflection, enabling them to have a deeper understanding of the complexities of the Islamic religion.
4	Encourage the development of innovative learning models and further research in Islamic religious education, which can contribute to developing more effective PAI learning practices in the future.
5	It can provide a foundation for developing inclusive and religious-diversity-based PAI learning programs, which can strengthen intercultural tolerance and understanding in society.

4. Threat Identification and Classification based on SWOT analysis

Islamic education fosters an individual's understanding of Islamic religious concepts and values. In Islamic education, applying Self-Regulated Learning (SRL) principles can significantly increase students' understanding and application of spiritual teachings. However, this approach also presents a range of threats that must be identified and classified. By conducting a SWOT analysis, we can gain valuable insights into the complexity of the danger of integrating SRL into Islamic education.

Table 4. Threats in SRL-based PAI Learning in Improving Understanding of Islamic Religious Concepts

No.	Threats
1	It requires a sufficient investment of time and resources in PAI teacher training to effectively understand and implement SRL-based PAI learning strategies.
2	It requires consistent support from schools and other stakeholders to integrate SRL strategies into the PAI curriculum and learning practices.
3	It is facing resistance or disapproval from some PAI teachers or students who may be unsure or uncomfortable with a more independent and flexible approach to PAI learning.
4	Challenges in assessing and monitoring students' progress in developing SRL skills and understanding Islamic religious concepts, especially on a large scale.
5	A change in learning culture is required that may conflict with established practices or existing expectations in the school.

Integrating SRL into Islamic education offers a promising pathway to enhance students' understanding of Islamic religious concepts. However, this approach requires a strategic approach to address identified weaknesses and threats and leverage existing strengths and opportunities. By recognizing strengths, weaknesses, opportunities, and threats through SWOT analysis, educators and policymakers can develop appropriate strategies to promote effective SRL-based Islamic education, ensuring students develop a deep and diverse understanding of their religion.

The field of increasing understanding of Islamic religious concepts through Self-Regulated Learning (SRL)-based PAI learning faces several challenges and open questions, such as integrating SRL into PAI learning effectively to improve life skills and critical thinking, as well as adapting teaching methods to be more effective. Student-centred and engaging (Liwaul et al., 2022; Mawardi, 2012; Nurlaeli, 2014). However, these challenges also provide excellent opportunities for innovation and improvement in educational practices.

Challenges in increasing understanding of religious concerns through SRL-based PAI learning, namely (1) Curriculum development, i.e. developing and testing new curricular models that integrate SRL more deeply into PAI can improve student engagement and better learning outcomes. This approach has been shown to potentially enhance student's life skills and appreciation of cultural values (Nurlaeli, 2014; Wardanti & Mawardi, 2022); (2) Teacher training, i.e. there are opportunities to design targeted professional development programs for PAI teachers that focus on SRL strategies and cooperative learning techniques. This kind of training can empower teachers to innovate and adapt their teaching practices to be more student-centred (Murniati, 2017; Triono, 2016); (3) assessment techniques, i.e. applying new assessment methods that accurately measure aspects of students' cognitive and personal development can provide better insight into the effectiveness of SRL-based PAI. This can involve qualitative and quantitative approaches (Fatmalasari, 2017); (4) technology integration, namely utilizing technology to create an interactive and engaging learning

environment, can improve the application of SRL in PAI learning. This can include digital platforms that support independent Learning and critical thinking (Andrayani, 2016); and (5) research and development, i.e. advanced research on the impact of various SRL-based learning strategies on PAI learning can help refine educational practices and develop new teaching models that are more effective and enjoyable for students (Andrayani, 2016; Sinaga, 2015).

D. CONCLUSIONS AND ADVICE

Based on the explanation above, it can be concluded that integrating the concept of Self-Regulated Learning (SRL) into PAI learning has great potential to increase students' understanding of Islamic religious concepts. This approach allows students to take an active role in their Learning, facilitating critical thinking, self-reflection, and the application of Islamic religious values in everyday life. Nevertheless, several challenges must be addressed, such as diverse levels of student independence, strong teacher support, and curriculum adaptation, to facilitate the effective integration of SRL. To overcome these challenges, several suggestions can be put forward, namely (1) Curriculum development, i.e. there needs to be an effort to develop and test new curricular models that integrate SRL more deeply into PAI learning. This curriculum should be designed to improve student engagement and learning outcomes; (2) Teacher training, i.e. professional development programs targeted at PAI teachers, can help them understand and implement SRL strategies and cooperative learning techniques more effectively. This will allow teachers to innovate and adapt their teaching practices to be more student-centred; (3) Assessment techniques, namely the development of new assessment methods that can accurately measure the cognitive aspects and personal development of students in the context of SRL-based PAI learning; (4) Technology integration, i.e. technology can be utilized to create an interactive and engaging learning environment, supporting independent Learning and critical thinking of students. Digital platforms can facilitate SRL-based Learning in the context of PAI learning; and (5) Research and development, i.e. advanced research on the impact of various SRL-based learning strategies on PAI learning, is essential to improve educational practices. It can also help develop new teaching models that are more effective and engaging to students. By implementing these suggestions, it is hoped that SRL-based Islamic religious education can be more effective in increasing students' understanding of spiritual concepts and facilitating the development of strong character and application of religious values in daily life.

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