

OPTIMIZING ISLAMIC RELIGIOUS EDUCATION LEARNING THROUGH SELF-REGULATED LEARNING FOR STUDENTS: A SYSTEMATIC LITERATURE REVIEW

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Abstract:

This study aims to analyze and synthesize various studies regarding the optimization of Islamic Religious Education learning through the Self-Regulated Learning (SRL) approach for students. The study employed the Systematic Literature Review (SLR) method using the PRISMA guidelines, which include the stages of identification, screening, eligibility, and included. The data were obtained from scientific journal articles published between 2020 and 2025 through the Google Scholar database using the keywords Self-Regulated Learning, Islamic Education, and Islamic Religious Education Learning. The findings indicate that Self-Regulated Learning makes a significant contribution to improving students' learning independence, strengthening learning motivation, and helping students manage the learning process more systematically through the stages of planning, monitoring, and evaluation. In addition, the integration of Islamic values such as patience, discipline, and responsibility, as well as the utilization of digital technology in learning, also play an important role in strengthening students' self-regulation abilities. These findings demonstrate that the implementation of Self-Regulated Learning can serve as an effective strategy in optimizing the quality of Islamic Religious Education learning, which is oriented not only toward cognitive aspects but also toward the development of students' character and spiritual awareness.

Abstrak:

Penelitian ini bertujuan untuk menganalisis dan mensintesis berbagai penelitian mengenai optimalisasi pembelajaran Pendidikan Agama Islam melalui pendekatan Self-Regulated Learning (SRL) bagi peserta didik. Penelitian menggunakan metode Systematic Literature Review (SLR) dengan pedoman PRISMA yang meliputi tahapan *identification*, *screening*, *eligibility*, dan *included*. Data diperoleh dari artikel jurnal ilmiah yang dipublikasikan dalam rentang tahun 2020–2025 melalui database Google Scholar dengan kata kunci Self-Regulated Learning, Islamic Education, dan Pembelajaran Pendidikan Agama Islam. Hasil kajian menunjukkan bahwa Self-Regulated Learning memiliki kontribusi signifikan dalam meningkatkan kemandirian belajar peserta didik, memperkuat motivasi belajar, serta membantu peserta didik mengelola proses belajar secara lebih terarah melalui tahapan perencanaan, pemantauan, dan evaluasi belajar. Selain itu, integrasi nilai-nilai Islam seperti kesabaran, disiplin, dan tanggung jawab serta pemanfaatan teknologi digital dalam pembelajaran juga berperan dalam memperkuat kemampuan regulasi diri peserta didik. Temuan ini menunjukkan bahwa penerapan Self-Regulated Learning dapat menjadi strategi efektif dalam mengoptimalkan kualitas pembelajaran Pendidikan Agama Islam yang tidak hanya berorientasi pada aspek kognitif, tetapi juga pada pembentukan karakter dan kesadaran spiritual peserta didik.

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INTRODUCTION

Islamic Religious Education learning plays an important role in shaping students' character, morals, and spirituality. (Rozi, 2025). However, in practice, the Islamic Religious Education learning process is often still oriented toward a teacher-centered approach, so students have not been fully able to develop independent learning skills (El-rumi, 2021). Whereas in the context of 21st-century education, students are required to possess the ability to manage their own learning processes independently through effective learning strategies (Risana et al., 2025). One relevant approach to developing these abilities is Self-Regulated Learning (SRL), which refers to students' ability to plan, monitor, and evaluate their learning process independently. Research shows that Self-Regulated Learning plays an important role in enhancing learning motivation and student engagement in Islamic Religious Education learning (Febriani, 2021).

In the context of Islamic education, the development of Self-Regulated Learning has become increasingly important because it is not only related to cognitive aspects, but also encompasses the formation of discipline, responsibility, and self-control in the learning process. Research shows that the implementation of Self-Regulated Learning in Islamic Religious Education can enhance students' learning independence through metacognitive regulation, motivation, and more directed learning behaviors. In addition, strengthening Islamic educational values such as patience, discipline, and responsibility can further reinforce students' self-regulation abilities in facing learning challenges in the digital era (Solekah, 2025).

Although numerous studies have discussed Self-Regulated Learning in the context of education, research that specifically examines the optimization of Islamic Religious Education learning through Self-Regulated Learning remains relatively limited. Most studies have focused more on the influence of Self-Regulated Learning on students' learning motivation or learning outcomes, while comprehensive studies analyzing various research findings regarding the implementation of Self-Regulated Learning in Islamic Religious Education learning are still scarce. In addition, the development of technology and the shift in digital learning paradigms also require more systematic studies on how Self-Regulated Learning can be optimized in Islamic Religious Education learning for students (Murni, 2025).

Based on these conditions, this study seeks to systematically examine various studies related to Self-Regulated Learning in Islamic Religious Education learning. The research problem addressed in this study is: how the concepts, implementation, and contributions of Self-Regulated Learning optimize Islamic Religious Education learning for students based on research findings from the last five years. Through this study, it is expected that a more comprehensive understanding can be obtained regarding the role of Self-Regulated Learning in improving the quality of Islamic Religious Education learning. Therefore, the purpose of this study is to analyze and synthesize various studies related to Self-Regulated Learning in Islamic Religious Education learning through a Systematic Literature Review (SLR) approach. This study is expected to provide a theoretical contribution to the development of Islamic Religious Education learning studies as well as practical recommendations for educators in optimizing learning strategies that can encourage students' independent learning.

METHODS

This study employed the Systematic Literature Review (SLR) method to analyze various studies related to Self-Regulated Learning in Islamic Religious Education learning. This approach aimed to identify, evaluate, and systematically synthesize relevant research findings in order to provide a comprehensive overview of the optimization of Islamic Religious Education learning through Self-Regulated Learning for students. The literature selection process in this study followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which include the stages of identification, screening, eligibility, and included (Pielken et al., 2021). The data sources were obtained from scientific journal articles published between 2020 and 2025 through the Google Scholar database, using the keywords “Self-Regulated Learning,” “Self-Regulated Learning in Islamic Education,” and “Islamic Religious Education Learning.”

Article selection was conducted based on predetermined inclusion and exclusion criteria. The inclusion criteria were as follows: (1) scientific journal articles discussing Self-Regulated Learning in educational contexts, particularly in Islamic Religious Education (PAI); (2) articles published between 2020 and 2025; (3) articles available in full-text format; (4) articles employing clearly defined research methods, including qualitative, quantitative, or mixed-methods approaches; and (5) articles written in either Indonesian or English. The exclusion criteria included: (1) articles that did not specifically address Self-Regulated Learning in Islamic Religious Education learning; (2) conference proceedings, undergraduate theses, master's theses, dissertations, books, and non-journal articles; (3) articles not available in full-text format; (4) duplicate articles; and (5) articles irrelevant to the focus of the study. Articles that met the inclusion criteria were subsequently analyzed using content analysis techniques to identify themes related to Self-Regulated Learning in Islamic Religious Education learning.

Table 1. Research Methods

Research Component	Description
Types of research	Systematic Literature Review (SLR)
Approach	Descriptive qualitative
Study Focus	Self-Regulated Learning in Islamic Religious Education learning
Data source	Scientific journal articles from Google Scholar
Year Range	2020-2025
Keyword	Self-Regulated Learning, Islamic Education, Pembelajaran Pendidikan Agama Islam
Data collection technique	Documentation study of scientific articles
Data Analysis Techniques	Content analysis and literature synthesis
Selection Guidelines	PRISMA (Identification, Screening, Eligibility, Included)

PRISMA Diagram of Article Selection

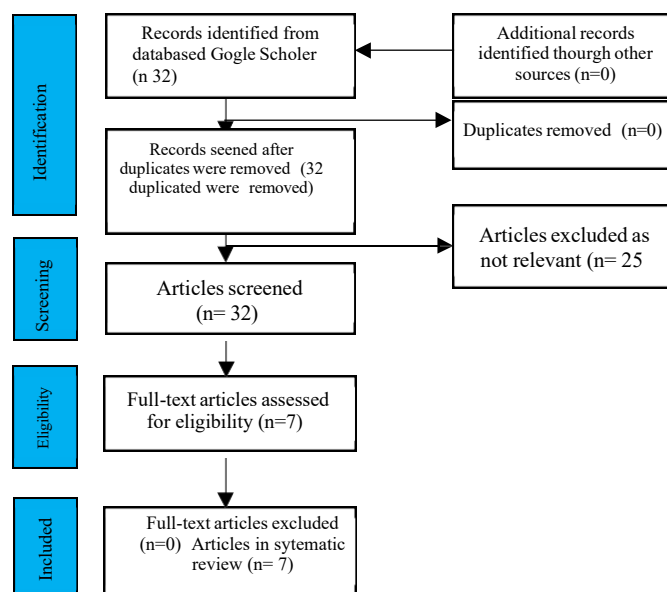


Figure 1. PRISMA Flow Diagram

Figure 1. Based on the PRISMA diagram, the article selection process began with the identification of 32 articles from the Google Scholar database, with no additional records identified from other sources and no duplicate articles found ($n = 0$). Subsequently, all 32 articles proceeded to the screening stage, during which 25 articles were excluded because they were not relevant to the research focus. The remaining 7 articles advanced to the eligibility assessment stage (*full-text assessment*), and all of them met the inclusion criteria; therefore, no articles were excluded at the eligibility stage ($n = 0$). Consequently, a total of 7 articles were selected as the final sample and analyzed in the systematic literature review. This process demonstrates a systematic and transparent approach to filtering and selecting relevant literature in accordance with the predetermined research criteria.

RESULTS AND DISCUSSION

Literature Analysis Results

The following are the results of an analysis of 7 research articles related to Self-Regulated Learning in Islamic Religious Education learning.

No	Author	Title	Objective	Results
1	Dina Mardiana dan Umiarso (2021)	The Development of Students' Self-Regulated Learning Through Online Learning Design	To analyze how the online learning design of Islamic Religious Education can develop students' Self-Regulated Learning.	Systematic instructional design is able to improve students' self-regulation skills through critical thinking activities, creativity, and independent learning management.

2	Azmi Zarkasyi et al. (2024)	Prophetic-Based Education: Enhancing Self-Regulated Learning in Digital Era Through Patience Values	Examining how the value of patience in prophetic education can strengthen students' Self-Regulated Learning.	The internalization of the value of patience in Islamic education helps students develop self-control, learning discipline, and self-regulation in the digital era.
3	Shalsabilla Novarizka et al. (2024)	Self-Regulated Learning and Academic Stress of Islamic School Students	Examining the relationship between Self-Regulated Learning, academic stress, and student engagement.	Self-Regulated Learning has been shown to help students manage academic stress and increase engagement in learning.
4	Muhammad Naelul Mubarak et al. (2024)	The Effect of Digital Learning on Self-Regulated Learning in PAI Subjects	Knowing the influence of digital learning on Self-Regulated Learning in Islamic Religious Education subjects.	The use of digital media encourages independent learning because students are more active in managing their learning strategies.
5	Nur Hasan & Mohammad Amiruddin (2024)	Implementation of Self-Regulated Learning in Increasing Student Independence in Islamic Religious Education Learning	Analyzing the implementation of Self-Regulated Learning in Islamic Religious Education learning.	The application of Self-Regulated Learning increases students' learning independence through metacognitive regulation, motivation, and learning behavior.
6	Mamat Rahmatullah & Basrowi (2023)	Self-Regulated Learning on Students' Learning Motivation in Islamic Religious Education Lessons in Senior High Schools in Banten Province	To determine the influence of Self-Regulated Learning on students' learning motivation.	Self-Regulated Learning has a positive influence on students' learning motivation in Islamic Religious Education learning.

7	Hanif Fitrianto (2020)	The Roles of Islamic Education in Building Self-Regulated Learner in the Era of Distance Education	Analyzing the role of Islamic education in building Self-Regulated Learning.	Islamic education plays a role in strengthening self-control, learning motivation, and learning goals that are oriented towards worldly and afterlife values.
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Discussion

Based on the results of the analysis of several relevant literatures over the past five years, it was found that Self-Regulated Learning (SRL) has a significant contribution in optimizing Islamic Religious Education learning for students. Self-Regulated Learning is a concept that emphasizes students' ability to independently manage their learning process through planning, monitoring, and evaluating both the learning process and learning outcomes. In the context of Islamic Religious Education learning, self-regulation skills are highly important because they are not only related to cognitive aspects, but also to the strengthening of students' spiritual, moral, and character values.

In general, the results of the literature review indicate that the development of Self-Regulated Learning in Islamic Religious Education can be analyzed through several main aspects, namely the enhancement of students' learning independence, the integration of Islamic values into self-regulation, the utilization of digital technology in learning, and the support of a conducive learning environment. These four aspects are important factors in promoting the optimization of Islamic Religious Education learning to become more effective and meaningful.

Self-Regulated Learning in Improving Students' Learning Independence

One of the important findings in the literature review on Islamic Religious Education learning is the role of Self-Regulated Learning in improving students' learning independence. Self-Regulated Learning refers to an individual's ability to consciously manage their learning process through the stages of planning, monitoring, and evaluating the learning activities undertaken. In the context of modern education, this ability has become highly important because students no longer merely act as recipients of information, but also as active subjects who independently manage their own learning processes. Learning independence enables students to determine their learning goals, choose appropriate strategies, and evaluate the achievements they have attained throughout the learning process (Backers & Keer, 2025).

In Islamic Religious Education learning, self-directed learning has a broader meaning compared to other subjects. This is because Islamic Religious Education is not only oriented toward the mastery of cognitive knowledge about Islamic teachings, but also emphasizes the internalization of Islamic values reflected in students' attitudes and behaviors in their daily lives (Azzahroh & Enjelia, 2026). Therefore, students need to possess the ability to manage their learning process independently in order to understand, reflect on, and consistently apply these values. Through Self-Regulated Learning, students can develop a higher level of learning awareness, such as setting meaningful learning goals,

controlling their learning process, and evaluating their understanding of the material being studied.

Research conducted by Hasan & Amiruddin, (2025) It shows that the implementation of Self-Regulated Learning in Islamic Religious Education learning is able to significantly improve students' learning independence. This can be seen from the increased ability of students to manage their learning strategies, such as planning learning activities, monitoring their understanding of the material, and reflecting on the learning outcomes they have achieved. In addition, strengthening the aspect of metacognitive regulation is also an important factor in this process, as students learn to become aware of how they understand a subject matter and which strategies are most effective in improving that understanding. Therefore, Self-Regulated Learning not only enhances learning outcomes but also helps students develop reflective thinking skills in the learning process.

Similar findings were also reported in the study Rahmatullah & Basrowi, (2023) which states that Self-Regulated Learning has a positive influence on students' learning motivation in Islamic Religious Education subjects. Students who possess good self-regulation skills tend to have stronger intrinsic motivation in participating in the learning process. This intrinsic motivation arises because students feel that they have control over the learning process they undertake. In other words, they learn not merely because of demands from teachers or schools, but because of an awareness and need to understand the learning materials more deeply. This condition indicates that Self-Regulated Learning is not only related to learning strategy aspects, but is also closely associated with motivational aspects that encourage students to achieve learning goals optimally.

In addition, research conducted by Mardina & Umiarso, (2021) It shows that systematically designed learning models can help develop students' Self-Regulated Learning abilities. Learning activities that emphasize reflective practices, group discussions, and problem-solving are able to encourage students to think critically and creatively in understanding the learning material. Through this approach, students not only receive information passively, but also actively construct their own understanding of the material being studied. In this context, the role of the teacher is no longer as the sole source of information, but rather as a learning facilitator who provides guidance and support so that students are able to develop their self-regulation skills optimally.

Integration of Islamic Values in Strengthening Self-Regulated Learning

The development of Self-Regulated Learning in Islamic Religious Education learning is not only related to cognitive and motivational aspects, but is also closely connected to the integration of spiritual and moral values, which are the main characteristics of Islamic education (Alfiyanto et al., 2024). In this context, the learning process is not only aimed at improving students' thinking skills, but also at shaping strong character and spiritual awareness. Values such as patience, discipline, responsibility, and honesty are fundamental principles in Islamic teachings that can strengthen students' self-regulation abilities. These values help students develop positive attitudes in the learning process, such as the ability to exercise self-control, manage study time effectively, and maintain a strong commitment to achieving their learning goals.

One important value that can strengthen Self-Regulated Learning is patience. In the learning process, patience plays a role as the ability of students to remain consistent and not give up easily when facing difficulties in understanding the subject matter. Research

conducted by Zarkasyi et al., (2025) It shows that the internalization of the value of patience in prophetic education has a positive influence on the development of students' Self-Regulated Learning. The value of patience helps learners develop self-control skills, improve discipline in learning, and foster perseverance in facing various academic challenges. Students who possess a patient attitude tend to be more capable of managing their learning process independently, such as planning learning strategies, monitoring learning progress, and evaluating the learning outcomes that have been achieved.

The importance of patience and self-control is becoming increasingly evident in the context of learning in the digital era. The development of information technology provides many conveniences in accessing various learning resources; however, on the other hand, it also presents various distractions that can disrupt students' concentration in learning (Muhdar, 2025). Social media, online games, and various forms of digital entertainment often make it difficult for students to maintain their focus on learning. Therefore, the ability to exercise self-control becomes very important so that students can manage the use of technology wisely and remain oriented toward the learning goals that have been established. In this context, Islamic values such as patience and discipline can serve as a moral foundation that helps students maintain consistency in their learning.

In addition, research conducted by Fitrianto, (2020) It also emphasizes that Islamic education has a strategic role in shaping Self-Regulated Learners, namely individuals who are able to manage their learning process independently and responsibly. Islamic education does not merely focus on the transfer of knowledge, but also on the development of students' character and spiritual awareness. Through learning that integrates Islamic values, students are taught to understand that learning activities are part of moral responsibility and a form of devotion to Allah. This awareness can encourage students to develop stronger learning motivation and a higher sense of responsibility toward the learning process they undertake.

Furthermore, the Islamic values taught in the learning process can help students develop a deeper awareness of learning (Gustian et al., 2025). Students not only learn to achieve good academic scores, but also learn to understand the meaning of the knowledge they acquire and apply it in their daily lives. Values such as honesty and responsibility can shape students' attitudes to become more honest in completing assignments, avoid cheating during examinations, and develop a strong commitment to learning seriously. Therefore, Islamic Religious Education learning can provide a broader contribution in shaping students' character so that they are not only intellectually capable, but also possess strong moral integrity.

Utilizing Digital Technology in Developing Self-Regulated Learning

The development of digital technology has brought significant changes to the field of education, including Islamic Religious Education learning. Digital technology provides new opportunities for students to develop Self-Regulated Learning through broader access to various learning resources (Mintasih & Purnama, 2024). With the presence of technologies such as online learning platforms, instructional videos, e-books, and educational applications, students can access learning materials more flexibly without relying entirely on teachers' explanations in the classroom. This condition enables students to learn independently, manage their study time according to their needs, and choose the most effective learning strategies for themselves. Therefore, the utilization of digital

technology can serve as a means to support the development of students' self-regulation abilities in the learning process.

In the context of Self-Regulated Learning, digital technology serves as a medium that assists students in planning, monitoring, and evaluating their learning processes. Students can plan their learning activities by independently accessing learning materials through various digital sources. In addition, they can also monitor the development of their understanding of the material through practice exercises, online quizzes, and discussions in digital learning forums. Research conducted by Mubarak et al., (2025) It shows that the use of digital learning media has a positive influence on the development of students' Self-Regulated Learning in Islamic Religious Education subjects. The results of the study indicate that students who utilize digital technology in the learning process tend to be more active in seeking information, developing independent learning strategies, and demonstrating a higher level of learning awareness.

The utilization of digital technology also provides opportunities for students to develop independent learning more optimally. With the availability of various digital learning resources, students are not only dependent on textbooks or teachers' explanations, but can also broaden their understanding through various other references such as instructional videos, scientific articles, and interactive learning materials (Argina, 2024). This enables students to build a deeper understanding of the learning material and develop critical thinking skills in analyzing the information they obtain. In Islamic Religious Education learning, access to various digital resources can also help students understand Islamic teachings more broadly and contextually.

In addition, technology-based learning also enables students to reflect on the learning process through various interactive learning activities (Retnasari et al., 2024). For example, students can conduct self-evaluation through online quizzes, discussion forums, or project-based assignments that encourage them to think reflectively about the material they have learned. These activities are in line with the concept of Self-Regulated Learning, which emphasizes the importance of students' ability to monitor and evaluate their learning process continuously. Through the feedback obtained from these various digital activities, students can identify the extent of their understanding of the learning materials and determine the learning strategies that need to be improved.

In the context of Islamic Religious Education learning, the use of digital technology can also help students understand Islamic values in a more contextual and engaging way (Alfiah et al., 2025). Teachers can utilize various digital media such as educational videos, learning animations, and interactive learning platforms to explain Islamic concepts in a more understandable way. These digital media can help students connect learning materials with the realities of everyday life, making the learning process more meaningful. In addition, the use of digital technology can encourage students to become more active in exploring various information about Islamic teachings from credible sources.

The Role of the Learning Environment in Supporting Self-Regulated Learning

In addition to being influenced by individual factors and the learning strategies used by teachers, the learning environment also plays a very important role in supporting the development of students' Self-Regulated Learning. A supportive learning environment can provide both psychological and academic support that helps students develop the ability to manage their learning process independently (Sabina et al., 2025). In the context of

learning, the learning environment does not only include the physical condition of the classroom, but also encompasses the learning atmosphere, interactions between teachers and students, and social relationships among students within the classroom. A conducive environment can create a sense of safety, comfort, and self-confidence for students, thereby motivating them to participate more actively in the learning process.

Research conducted by Novarizka et al., (2024) It shows that Self-Regulated Learning has a significant relationship with students' ability to manage academic stress and increase engagement in the learning process. Students who possess good self-regulation skills tend to be more capable of coping with academic pressures, such as assignment demands, examinations, and learning achievement targets. This is because they have the ability to organize learning strategies, manage time effectively, and maintain learning motivation consistently. In a supportive learning environment, students will also feel more open to asking questions, engaging in discussions, and exploring learning materials more deeply. Ultimately, this condition can improve the overall quality of the learning process.

A positive learning environment also plays an important role in shaping good learning habits among students. When students are in an environment that supports learning activities, they can more easily develop discipline, responsibility, and independence in learning. Good interaction between teachers and students can also create a more participatory learning atmosphere, allowing students not only to become recipients of information but also active participants in the learning process. In the context of Islamic Religious Education learning, a conducive learning environment can help students more easily understand and internalize Islamic values taught during the learning process (Afriani & Yeli, 2026).

The role of teachers in creating a learning environment that supports Self-Regulated Learning is also very important. Teachers not only function as providers of learning materials, but also as facilitators and mentors who help students develop effective learning strategies (Panggabean & Misykah, 2025). Through reflective, collaborative, and participatory learning approaches, teachers can encourage students to become more active in managing their own learning processes. For example, teachers can provide opportunities for students to set learning goals, reflect on their learning outcomes, and evaluate the learning strategies they have used. In this way, students can develop better self-regulation skills in the learning process.

Thus, the optimization of Islamic Religious Education learning through Self-Regulated Learning does not solely depend on students' individual abilities or the teaching methods used by teachers, but also requires support from a conducive learning environment. A positive learning environment can help students develop learning motivation, manage academic stress, and increase their engagement in the learning process. Therefore, the development of Self-Regulated Learning in Islamic Religious Education should be supported by various factors, such as appropriate learning strategies, the integration of Islamic values, the utilization of digital technology, and the creation of a learning environment that supports the development of students' independent learning.

CONCLUSION

Self-Regulated Learning plays an important role in optimizing Islamic Religious Education learning by encouraging independent learning, increasing motivation, and helping students manage the learning process through planning, monitoring, and

evaluation. In addition, the integration of Islamic values, the use of digital technology, and the support of a conducive learning environment further strengthen students' self-regulation abilities in learning. Future research is recommended to examine the implementation of Self-Regulated Learning empirically through field studies and to develop Self-Regulated Learning-based instructional models integrated with Islamic educational values and digital technology so that Islamic Religious Education learning becomes more effective and meaningful.

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