

# A CORRELATIONAL STUDY OF WELL-BEING PSYCHOLOGY AND SELF REGULATED LEARNING IN HAFIZ STUDENT'S LEARNING ACHIEVEMENT IN MA TAHFIDZUL QUR'AN ISY KARIMA KARANGANYAR

Ahmad Zaky Romadlony<sup>1</sup> Mahsun Jayadi<sup>2</sup>  
ahmadzaky\_2018@gmail.com<sup>1</sup> mahsun\_umsby@gmail.com<sup>2</sup>

## Abstract

This study aimed to find out correlation between well-being psychology and self-regulated learning on student learning achievement of hafiz in MA Tahfidzul Qur'an Isy Karima Karanganyar". This study used quantitative method with multiple linear regression analysis. This study was a correlational research with data collection techniques in the form of psychology well-being and self-regulated learning scales. The learning achievement used grade point average (IPK / IPK). The subjects of this study were 30 hafiz students from a total of 150 hafiz students of the Tahfidzul Qur'an unit. Quota sampling technique was done by observing certain characteristics and SPSS for Windows 16.00 Version. The result showed that there was a correlation between well-being psychology and learning achievement obtained with correlation 0.445 with significance 0.006 because of significance <0.05. Further, the correlation between self-regulated learning achievements showed the significance -0.214 to 0.128 as the significance > 0.05 so that it meant no correlation. The last correlation between well-being psychology and self-regulated learning obtained 0.075 correlations with significance 0.347 as the significance > 0.05 so that it meant no correlation.

Keywords: well-being psychology, self-regulated learning, learning achievement

## A. INTRODUCTION

Lately, memorizing Qur'an has been begun much favored to Indonesian people, from elderly to youth even children. Similarly, the number of television stations (TV) that has showed *hafidz* (program for memorizing Qur'an) for children such as RCTI and TRANS 7. Many events held by students also resemble that. There is no many students encountered their effort to memorize the Qur'an such as in MA Tahfidzul Qur'an Isy Karima.

Muhammad Ali Ash-Shabuni, in Imam Fahrudin, (2014), stated that Qur'an is the incomparable word of Allah, revealed to the prophet Muhammad as final prophets revealed by archangel Gabriel, written to mus'haf

then had been delivered to us by using *mutawatir* (narrated Qur'an from group of people), reading and studying Qur'an is a worship, and Qur'an is begun with Surah Al-Fatihah and closed with Surah An-Nas. The maintenance of the first Qur'an begins with recording on sheets, stones, bones, and fabrics. Then, Qur'an began to be arranged in one manuscript by the Caliph Abu Bakr and to be perfected by Ustman bin Affan. Then Qur'an began printing in various countries until it reaches us today. The original Qur'an is still in accordance with what was taught by Prophet Muhammad to his companions. This is because the book of Allah Almighty which began and its perfection was sent down to earth by Allah Almighty

guarding from deviance and change, this is confirmed by Allah Almighty in His word: We, Ourselves, have sent down the Dhikr (the Qur'an), and We are there to protect it. (*Q.S. Al-Hijr : 9*), *Al-Qur'an in Parrarel Translation into Indonesia-England (2010)*.

Memorizing the Qur'an is a characteristic of Muslims and there are quite a lot the numbers of hafiz in the world. According to Republika (Yuwanto 2010) hafiz in Pakistan reaches 7 million of about 134 million people, in Gaza Palestinian reaches 60 thousand people, in Libya reaches 1 million people of 7 million population, Saudi Arabia has 6 thousand people, and Indonesia has hafiz about 30 thousand of 250 million people. However, hafiz people in Indonesia are very minim because just 0.01% of them are from Surakarta region. The amount is more found in boarding schools than in homes. They are found much more in pesantren than in home. The pesantren has a great achievement in order to create hafiz generation. There are some tahfizhul Qur'an pesantren such as Baitul Hikmah, Daarul Qur'an, Ulul Albab, Markaz Iqro 'Karanganyar, PPM Al Jihad Surabaya, and so forth.

Several result of studies showed that hafiz gives positive effect especially in adolescent that can be increased learning achievement<sup>1</sup>, achieved psychological well-being<sup>2</sup>, and raised imun system.

Memorizing the Qur'an requires people to have an effort to internalize the Qur'an values in everyday life,

---

<sup>1</sup> Ramadhan, Y. A. (2012). Kesejahteraan Psikologis Pada Remaja Santri Penghafal Al-Qur'an. *Psikologika, jurnal pemikiran dan penelitian Psikologi*, 17,27-38

<sup>2</sup> Mahfudloh, L, (2010). Perubahan Imunoglobulin G (IgG) dan Imunoglobulin A (IgA) Pada Qori" Penghafal Al-qur'an di Yayasan Baitul Qur'an Indonesia-Depok. *Skripsi. UIN Syarif Hidayatullah Jakarta*

including guidance to interact with opposite sex, although in some literature explained about issue adolescent sexuality which meant interested in opposite sex, but to the *huffadz* (people who had finished memorizing the Qur'an) who wants to make effort applying the rules written in the Qur'an certainly has a unique technique to express romantic love so that allows them to have different meaning from other adolescents and it is interesting to be further studied.<sup>3</sup>

The process that people must take to become hafiz is not easy and very long. It is not easy because they must memorize very large contents of the Qur'an consisted of 114 surahs, 6.236 verses, 77439 words, and 323.015

letters completely different from the symbols of Indonesian letters. Memorizing the Qur'an does not merely remember by relying on the power of memory but it is a series of processes that must be lived by hafiz after being able to master memorization in quantity.

Hafiz commits oneself to maintain his/her recitation to understand what is learned and to be responsible for practicing them. Therefore, the process of memorization is said to be a long process because the responsibility that is held by hafiz will be attached to itself until the end of life. The consequences of the Qur'an's responsibilities are heavy. Especially, if hafiz charged with so many tasks in school, for hafiz who cannot maintain their memorizing then the deed can be categorized as one form of sin. Even, one of hadiths firmly declared that the Qur'an is expected to give help can only give disadvantage to the hafiz if not being carried out.

---

<sup>3</sup> Muhammad Hambal. 2015. "*Deresan*" *Program the Mastery of Arabic-Classic Book at Pondok Pesantren Karangasem Lamongan East Java Indonesia*. *Journal of Social Sciences and Humanities*, Vol. 1, No. 2, pp. 125-130

Therefore, the hafiz students, beside requiring adequate cognitive ability, memorizing the Qur'an also requires strong determination and straight intention, also a hard work, physical and spiritual readiness, willingness and strict self-regulation<sup>4</sup>.

Many statements appear in society if hafiz has low academic achievement. However, MA Tahfidzul Qur'an Isy Karima had broken this assumption. Actually, it is found that many hafizes have advantages, both in intellectual life and spiritual. This can be proved from the result of this study in MA Tahfidzul Qur'an Isy Karima Karanganyar, many achievements that have been achieved such as the third winner of Qiroatul Kutub competition UMS 2016, representative of national Olympiad mathematics science Karanganyar 2017, first winner of English speech contest AKSIOMA 2018, third winner of Ping-Pong champion AKSIOMA 2018, Became Muslim high priest in both national and international mosque.

Learning achievement cannot be separated from learning activities because learning is a process whereas learning achievement is the result of that process, according to Oeman, learning as experience of knowledge source and skills, educational, educational experience, and sustainable and interactive. Learning achievement is a proof of success achieved; the learning process experienced by students resulted in changes in knowledge or understanding of skills and attitudes.

According to Chaplin<sup>5</sup> taken from the psychology dictionary of his writing, the learning achievement is a special level or an acquisition of skills

assessed by teacher through a standardized test or knowledge of those two things. Based on the above description, it can be concluded that the learning achievement is all activities resulted from permanent process of learning experience and teaching. The learning achievement is also the result of a series of learning processes assessed by numbers. According to<sup>6</sup> learning achievement aspects, there are three aspects as follows:

- a. Cognitive, related to know new knowledge or to recall (memorize), to understand, to apply, to analyze, and to evaluate.
- b. Affective, related to generate interest, attitude/emotion, respect/obedience toward value or norm.
- c. Psychomotor, skillful teaching, hand skill shows as one of skills level in a particular a task or set of tasks.

According to Winne<sup>7</sup> self-regulated learning is the ability to generate and to monitor their own thought, feeling, and behavior to achieve a goal. These may be academic goals (increasing comprehension in reading, being a good writer, learning multiplication, asking relevant questions), or socio-emotional goals (controlling anger, learning to be intimate with peers). Self-regulated learning is an active and constructive process of students to set goals for their learning process and monitoring effort, to regulate, to control cognition, motivation, and behavior, all of which are directed and driven by prioritizing environment goal, students who have

---

<sup>4</sup> Sa'dulloh, S.Q. (2008). 9 Cara Praktis Menghafal Al-qur'an. Gema Insani Press: Jakarta

<sup>5</sup> Chaplin, dalam Anisa Septiana, 2016.

---

<sup>6</sup> Sudjana, Nana, (2011). Pemilaian hasil proses belajar mengajar. Bandung :PT. Remaja Rosdakarya

<sup>7</sup> Winne. Santrock, (2007). Psikologi pendidikan. Edisi Kedua. Prenada: Prenada Media Group

high self-regulated learning are they who has active participation within learning process in metacognitive, motivational, and behavioral.

Zimmerman et.al<sup>8</sup> (Santrok, 2007) stated that there are three aspects in self-regulated learning; metacognition, motivation, and behavior. Metacognition is an ability to plan, to organize, to instill themselves, to monitor and evaluate learning activities. Motivation is basic need function to control and it is relate to competence that each individual has. Behavior is an individual effort to organize, to select, to utilize environment, and to create an environment that supports learning activities.

In cognitive social theory, there are three things that affect a person conduct self-regulated learning i.e. individu, behavior, and environment. Individual factors include knowledge, goal to be achieved, metacognition ability, and self-efficacy. Behavioral factors include self-reaction behavior, personal self-reaction, and self-reaction environment, while environmental factors can be physical and social environment, either family environment, school environment, social environment or so forth.

One of things that can influence self-regulated learning in individual factors is self-efficacy and environmental factors such as family support. Self-regulated learning is a strong effort to utilize existing resources and networks, in the other words it is to monitor and to enhance in-depth process, self-regulated learning refers to plan and monitor cognitive process and

active to involve successful completion of academic tasks<sup>9</sup>.

According to Zimmerman<sup>10</sup>, Self-regulated in learning is called self-regulated learning, a process whereby a student activates metacognition, motivation, and behavior in the learning process.

Meanwhile, according to Eggen & Kauchak said that self-regulated learning is the process to accept responsibility and control their own learning. It is defined the way in which a person monitors, controls and directs aspects of his cognitive process and behavior.

It includes several cognitive aspects as follows:

1. Planning: an aspect organizes steps which involve goals setting by identifying objectives, developing strategies by analyzing tasks and describing expected results by considering the constraints that arise.
2. Monitoring: an aspect involves the ability to observe report and measure progress towards goals.
3. Evaluate: an aspect includes evaluating the objectives and evaluating capabilities.
4. Reinforcing: an aspect includes doing reflection and giving reward.

From some understanding of experts, it can be concluded that self-regulated learning refers to the students' ability which is necessary to control their learning by believing in their productive motivation and to use

---

<sup>8</sup> Zimmerman, dkk (Santrok,2007) dalam N, Adicondro dan A, Purnamasari, (2011). Efikasi Diri Dukungan Sosial Keluarga Dan Self Regulated Learning Pada Siswa Kelas VII. Humanitas, Vol. VII, No.1 Jnuari. Fakultas Psikologi, Universitas Ahmad Dahlan

---

<sup>9</sup> Kerlin, B.A. (1992). Dan Eggen, P & Kauchak (2004:389). Dalam Nono Hery Yoenanto. (2010). Hubungan antara self-regulated learning dengan self efficacy pada siswa akselerasi sekolah menengah pertama di jawa timur. INSAN Vol.12 No 12, Agustus. Fakultas psikologi universitas airlangga surabaya.

<sup>10</sup> Zimmerman, B. J.,(1989). A Social Cognitive View Of Self Regulated Academic Learning. Journal Of Education Psychology, 81, 329-339

cognitive learning strategies. Cleamos<sup>11</sup> explained that the students' achievement factors are: individual ability, self-perception, task assessment, their expectation to be success, strategy and regulation, gender, socio-economic status, their performance and attitude toward task or homework assigned, and parenting patterns given to children<sup>12</sup>.

Psychology welfare is a condition whereby the individual can accept him/herself as he/she is, can form warm relationship with others, have independence against social pressures, can control the external environment, have meaning in life, and can realize his potential continuously.

In order to realize good psychological wellbeing, surely influencing factors must be taken seriously, based on the study of Ryff and Singer stated that age, gender, socio-economic status, social support factor, religiosity, and personality are the most influential factors for one's psychological well-being dimensions. Based on the phenomenon that has been described above, the researcher intend to determine the relationship between psychological well-being and self-regulated learning on hafiz student's learning achievement in MA Tahfidzul Qur'an Isy Karima Karanganyar.

## B. METHOD

This study used quantitative approach which emphasized its analysis

on numerical data, processed the data by using statistical method, and conducted it in inferential study or hypothesis testing framework so that obtained significance between variables studied.<sup>13</sup>

Variable is a concept of attribute properties that exist in research subjects either quantitatively or qualitatively. The variables used in the study consisted of two variables i.e. independent and dependent variables.

### 1) Dependent Variable

This variable is measured to determine the magnitude of effect or influence of other variables<sup>14</sup>. The dependent variable in this research was post power syndrome.

### 2) Independent Variable

A variable whose variation affects other variables or it has an effect on other variables that want to be known.<sup>15</sup> The independent variable in this study was leisure activity.

This study aimed to find the correlation between psychological well-being and self-regulated learning to understand how good hafiz students' learning achievement in MA Tahfidzul Qur'an Isy Karima. This study consisted of two variables, as follows:

#### 1) Independent variable (X)

- (X1) Psychological Well-being.
- (X2) Self-Regulated Learning.

#### 2) Dependent Variable (Y) was learning achievement.

The data collection technique used is likert scale by spreading questionnaire. Questionnaire is a tool for obtaining data consisted of numbers of written question distributed to respondents to reveal subjects' condition that you want to know. In the scale preparation, the researcher adopted

---

<sup>11</sup> Cleamos(2008) dalam Raissa, C,E dan Tino Leonardi, (2014). Perbedaan Self Regulated Learning Siswa SMA Ditinjau dari Persepsi Terhadap Pola Asuh Orangtua. Jurnal Psikologi Pendidikan Dan Perkembangan, Vol 3, No 3, Desember : Fakultas Psikologi Universitas Airlangga Surabaya

<sup>12</sup> Ryff, C. D, (1989). Dalam A. G. A Sukma dan Muhana S. U,(2007). Religiusitas dan Psychological WELL-Being pada korban gempa. Jurnal psikologi Vol. 34, No. 2, 164-176. Fakultas Psikologi Universitas Gajah Mada

---

<sup>13</sup> Azwar, 2004.

<sup>14</sup> *Ibid*

<sup>15</sup> *Ibid*

from the blue print taken from the operational definition.

The scale of self-regulated learning was grouped into 3 aspects; personal, behavior, and environment. Thus, this measuring instrument consisted of 9 personal items, 15 questions about behavior, and 16 questions about environment.

## **C. RESULT AND DISCUSSION**

### ***1. Psychological Well-Being Scale***

The psychological well-being scale is an artificial one derived from an operational deficit which has not been tested before so it needed to be tested as an instrument of data collection instrument in advanced research. This scale has 30 items distributed to other respondents then selected 19 items. This instrument has enough data which had been validated in the advanced research with very high item discrimination value, as evidenced from 30 items and then selected 16 items with valid reliability of 0.566. So, this study had tested this instrument so that the selected items done in order to get validity and high reliability; it can also actually be used as data collection instruments for advanced research. The purpose of doing instrument tested was to have subject equivalence on the sample used in this study to measure the variables above. Thus, the respondents used to test instrument have hafiz provisions. The population chosen was hafiz in both man and woman. It was different to the sample that would be used as a sample in this study. So, this instrument can be used to measure equivalent sample or similar to the tested respondents.

The results obtained after the trial, it proved that this instrument has high validity and suitable for the advanced research. This was clearly seen from the first trial result of the 30 items selected, there were 19 items that

have discrimination items more than 0.3% greater than 0.841 or it can be said those items have very high discrimination and 11 items became selected item for the measurement instrument. Because basically, Azwar (2004) said that the discrimination item test is performed using SPSS for windows 16.00 version, by looking at the rule on the corrected item, the total correlation was greater than or equal to  $\geq 0.3$ . So, the 3 items could be considered into the aggressive instrument because the item correlation score was still above 0.3. Thus, this instrument can be said as a valid data collection instrument as can be seen from the reliability output result showed the score of Cronbach Alpha was 0.951 greater than 0.30. So, it can be declared that the items were valid and high discrimination means very reliable as a data collection instrument. It was said to be very reliable because the coefficient value was more than 0.70. The discrimination data item was selected as follows:

### **2. Self-Regulated Learning Scale**

The self-regulated learning scale was arranged from operational definitions made by researcher whereby it had not been trial before so that the tested was done in order to be used as a data collection instrument in advanced research. This scale had 42 items distributed to respondents and then selected 35 items. This instrument had sufficient data validation as a data collection method for advanced research with high item discrimination score. The evident can be shown from 42 items then selected 35 items with a high reliability score of 0.946. So, the researchers had tested this instrument so that the items selected in order to obtain a high validity and reliability score then could be used as a data collection

instrument for advanced research. The purpose of testing the instrument tested was to have subject equivalence on the sample that would be used to measure the variables above. So, the respondents used as testing instrument have provisions as hafiz. The population chosen was MA Tahfizul Qur'an Isy Karima Karanganyar. It was different from the sample used in this research. Therefore, this instrument could be used to measure the equivalent or similar sample to the pilot test of this instrument.

The results obtained after the piloting, it proved this instrument had a high validity and could be suitable for the advanced research. This could be seen from the results of the first trial from 42 items were selected become 34 items as the discrimination was more than r table, greater than 0.956, or it could be said the discrimination was very high, and 8 items could be considered as selected items for this measurement instrument. Because basically, Azwar (2004) said that the discrimination item performed by using SPSS for windows 16.00 versions, by looking at the rule of corrected coefficient of total correlation was greater than or equal to  $\geq 0.3$ .

So, the 3 items considered could be incorporated into the aggressive instrument as those items had correlation value above 0.3. Thus, this instrument could be said to be a valid data collection instrument as those reliability output result showed Cronbach Alpha value of 0.956 which was greater than 0.30 so the items had valid and high discrimination and reliable as data collection instrument. It could be said very reliable because the coefficient value was more than 0.70. The discrimination data item was selected as follows:

### 3. Result

The purpose of this research was to analyze data with correlational test. The results of the analysis were used as the basis for accepting (supporting) or rejecting (nullifying and providing specific instructions for further research) the hypothesis (Sugiyanto, 2006)

Referring to the results of data analysis of "relationship between psychological well-being and self-regulated learning on hafiz student's learning achievement in MA Tahfidzul Qur'an Isy Karima Karanganyar", it indicated that the hypothesis stated a correlation as follows.

Based on the results obtained from the hypothesis, those showed that hypothesis 1: psychological well-being has a big influence on learning achievement, by showing the magnitude of correlation 0.455 with a significance value of 0.006. This meant the significance value was less than 0.05 which meant  $H_a$  was accepted, meaning there was the relationship between psychological well-being and learning achievement. While, the hypothesis 2: self-regulated learning and learning achievement, by showing the magnitude of correlation -0.214 with a significance value of 0.128. This meant that there was greater significance value above than 0.05 so that  $H_a$  was accepted, there was no relationship between psychological well-being and learning achievement. Hypothesis 3: self-regulated learning and psychological well-being on learning achievement, by showing the magnitude of correlation of -0.075 with a significance value of 0.347.

This meant that there was greater significance value above than 0.05 so that  $H_a$  was accepted, no relationship between psychological well-being and self-regulated learning

on learning achievement.

#### D. Conclusion

Based on the results of data analysis and discussion, it could be concluded as follows:

1. Psychological well-being had a big influence on learning achievement obtained correlation of 0.455 with significance value of 0.006. This meant the significance value was less than 0.05 so that there was the relationship of psychological well-being on learning achievement.
2. The relationship between self-regulated learning and learning achievement showed the magnitude of correlation of -0.214 with a significance value of 0.128. This meant that there was the greater significance value above than 0.05 so that no relationship between self-regulated learning and learning achievement.
3. The relationship between self-regulated learning and psychological well-being on learning achievement showed the magnitude of correlation of -0.075 with a significance value of 0.347. This meant that the significance value was greater than 0.05 so that there was no correlation between psychological well-being and self-regulated learning on learning achievement.

#### BIBLIOGRAPHY

- Agustina, (2011). dalam Agung Nursamiaji & Kusnarto Kurniawan, (2015). *Hubungan Motivasi Belajar Dengan Prestasi Akademik Mahasiswa Bimbingan Dan Konseling 2013 UNNES*. Indonesia Journal of Guidance and Counseling 4(3).
- Ahsin, W, Al-hafidz dalam Nasokah, Alh dan Ahmad Khoiri,. *Pembelajaran tahfidsul qur''an pondok pesantren ulumul qur''an kalibeber wonosobo*. Jurnal Al-Qalam Vol.XIII: FITK UNSIQ.
- Asep Jihad dan Abdul Haris. (2009). *Evaluasi Pembelajaran*. Yogyakarta : Multi Pressindo.
- Al-Qur'an Terjemah Pararel Indonesia Inggris, (2010). Al-Qur'an Qomari, Solo- Indonesia
- Arofah, I. (2009). *Implikasi Hafalan Al-qur''an Dalam Prestasi Belajar Mahasiswa Pendidikan Agama Islam (studi kasus di ma''had sunan ampel Al-Ali UIN Maulana Malik Ibrahim Malang)*. Skripsi. UIN MALANG.
- Atkinson Dalam Wiwi Alawiyah Wahid,. (2014). *Cara Cepat Bisa Menhafal Al- Qur''an*. Jogjakarta: DIVA Press.
- Benjamin Frank, (1987). Dalam Shofiyatul Azmi, (2016). *Self regulated learning salah satu modal kesuksesan belajar dan mengajar*. Jounal Seminar Asean, Psychology Dan Humanty, Psychology Forum UMM, 19-20 Februari. Universitas Wisnuwardhana Malang.
- Hambal, Muhammad. 2015. "Deresan" *Program the Mastery of Arabic-Classic Book at Pondok Pesantren Karangasem Lamongan East Java Indonesia*. Journal of Social Sciences and Humanities, Vol. 1, No. 2, pp. 125-130
- Sa'dulloh, S.Q. (2008). *9 Cara Praktis Menghafal Al-qur''an*. Gema Insani Press



- Muhibbin, Syah,. (2008). *Psikologi Belajar*. Bandung:Remaja Rosdakarya.
- Sa'dulloh, S.Q. (2008). *9 Cara Praktis Menghafal Al-qur'an*. Gema Insani Press: Jakarta.
- Sardiman. (1996). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Grafindo.
- Seligman, (2000). Ryan & Deci, (2001). Dalam Indria P, D dan Nur Ainy F,N, (2015). *Hubungan Antara Persepsi Keterlibatan Ayah Dalam Pengasuhan Dengan Kesejahteraan Psikologis Pada Remaja Di SMK Negeri X Surabaya*. Jurnal psikologi pendidikan dan perkembangan, Vol. 04 No. 03, Desember. Fakultas Psikologi Universitas Airlangga Surabaya.
- Sudjana, Nana, (2011). *Pemilaian hasil proses belajar mengajar*. Bandung :PT. Remaja Rosdakarya.
- Suprayono dalam Husna, Linda Miftahul, (2014). *Hubungan Antara Self Regulated Larning Dengan Prestasi Akademik Pada Mahasiswa Penghafal Al-Qur'an di UIN Maulanan Malik Ibrahim Malang*. Skripsi. UIN Malang.
- Synder, C.R: Lopez, S. J. (2002). *Hanbook of Positive Psychology*. NewYork: Oxford University Press.
- Tohirin (2005). *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta : PT. Raja Grafindo.
- Wahidi, (2011). *Kiat Ajaib Menghafal Al-qur'an Saat Kuliah*. Pustaka Zeedney : malang.
- Winkel, (1986). *Psikologi pendidikan*. Jakarta: PT.Gramedia.
- Winkel, W.S,. (2007). *Bimbingan dan Konseling di Institusi Pendidikan*. Jakarta: Gramedia.