

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh *self-regulated learning* dan *self-efficacy* terhadap motivasi belajar pada santri di Pesantren Al-Ittihadiyah. Santri di lingkungan pesantren dihadapkan pada tuntutan akademik dan non-akademik yang padat, sehingga diperlukan kemampuan pengaturan diri dan keyakinan terhadap kemampuan diri agar motivasi belajar tetap terjaga. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausalitas. Sampel penelitian berjumlah 133 santri yang diambil menggunakan teknik *total sampling*. Instrumen penelitian meliputi *Assessing Academic Self-Regulated Learning*, *General Self-Efficacy Scale*, dan *The Motivated Strategies for Learning Questionnaire*. Analisis data dilakukan menggunakan regresi linear berganda dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa *self-regulated learning* berpengaruh secara signifikan terhadap motivasi belajar santri, demikian pula *self-efficacy*. Hasil uji simultan menunjukkan bahwa *self-regulated learning* dan *self-efficacy* secara bersama-sama berpengaruh signifikan terhadap motivasi belajar. Penelitian ini menegaskan pentingnya penguatan *self-regulated learning* dan *self-efficacy* pada santri dan perlu menjadi perhatian dalam pengelolaan pendidikan pesantren guna meningkatkan motivasi belajar santri.

Kata kunci: *self-regulated learning*, *self-efficacy*, *motivasi belajar*, *santri*, *pesantren*.



Abstract

This study aims to examine the effect of self-regulated learning and self-efficacy on students' learning motivation at Pondok Pesantren Al-Ittihadiyah. Students in the boarding school environment face intensive academic and non-academic demands; therefore, self-regulation skills and confidence in one's abilities are essential to maintain learning motivation. This study employed a quantitative approach with a causal research design. The research sample consisted of 133 students selected using a total sampling technique. The research instruments included the Assessing Academic Self-Regulated Learning scale, the General Self-Efficacy Scale, and the Motivated Strategies for Learning Questionnaire. Data were analyzed using multiple linear regression with the assistance of SPSS. The results indicated that self-regulated learning had a significant effect on students' learning motivation, and self-efficacy also showed a significant effect. Furthermore, the simultaneous test revealed that self-regulated learning and self-efficacy jointly had a significant effect on learning motivation. This study highlights the importance of strengthening self-regulated learning and self-efficacy among students and emphasizes their role in the management of Islamic boarding school education to enhance students' learning motivation.

Keywords: *self-regulated learning, self-efficacy, learning motivation, students, islamic boarding school.*

