

Abstrak

Flow akademik merupakan pengalaman optimal dalam proses belajar yang ditandai dengan keterlibatan penuh, konsentrasi, kenikmatan, dan motivasi intrinsik dalam aktivitas akademik. Dalam konteks madrasah, siswa menghadapi tuntutan pembelajaran umum dan keagamaan serta program tahfidz yang membutuhkan kemampuan mengatur proses belajar dan mempertahankan ketekunan. Penelitian ini bertujuan untuk menganalisis pengaruh *self-regulated learning* dan grit terhadap *flow* akademik pada siswa MTsN 6 Cianjur. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional prediktif. Sampel penelitian berjumlah 255 siswa kelas VII, VIII, dan IX MTsN 6 Cianjur. Pengumpulan data dilakukan menggunakan *Academic Self-Regulated Learning Questionnaire* (ASLQ), *Grit Scale*, serta *The Flow Inventory for Student* (LIS). Analisis data dilakukan menggunakan regresi linear berganda dengan bantuan IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa *self-regulated learning* berpengaruh positif dan signifikan terhadap *flow* akademik dengan koefisien regresi sebesar 0,269 dan nilai signifikansi $< 0,001$. Sementara itu, grit tidak berpengaruh signifikan terhadap *flow* akademik, dengan koefisien regresi sebesar -0,010 dan nilai signifikansi sebesar 0,697. Secara simultan, *self-regulated learning* dan grit berpengaruh signifikan terhadap *flow* akademik dengan nilai F sebesar 193,599 dan signifikansi $< 0,001$. Nilai koefisien determinasi (R^2) sebesar 0,606 menunjukkan bahwa *self-regulated learning* dan grit secara bersama-sama mampu menjelaskan 60,6% variasi *flow* akademik, sedangkan 39,4% sisanya dijelaskan oleh faktor lain di luar model penelitian.

Kata Kunci: *Self-regulated learning*, Grit, *Flow* Akademik

Abstract

Academic flow is an optimal experience in the learning process characterized by full engagement, concentration, enjoyment, and intrinsic motivation in academic activities. In the madrasah context, students face the demands of both general and religious education, as well as a tahfidz program, which require the ability to regulate the learning process and maintain perseverance. This study aimed to analyze the effects of self-regulated learning and grit on academic flow among students at MTsN 6 Cianjur. This study employed a quantitative approach with a predictive correlational design. The sample consisted of 255 seventh, eighth, and ninth grade students at MTsN 6 Cianjur. Data were collected using the Academic Self-Regulated Learning Questionnaire (ASLQ), the Grit Scale, and The Flow Inventory for Students (LIS). Data were analyzed using multiple linear regression with the assistance of IBM SPSS Statistics. The results showed that self-regulated learning had a positive and significant effect on academic flow, with a regression coefficient of 0.269 and a significance value of < 0.001 . Meanwhile, grit did not have a significant effect on academic flow, with a regression coefficient of -0.010 and a significance value of 0.697. Simultaneously, self-regulated learning and grit had a significant effect on academic flow, with an F -value of 193.599 and a significance value of < 0.001 . The coefficient of determination (R^2) of 0.606 indicated that self-regulated learning and grit jointly explained 60.6% of the variance in academic flow, while the remaining 39.4% was explained by other factors outside the research model.

Keywords: Self-regulated learning, Grit, Academic Flow