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SELF-REGULATED LEARNING OF ISLAM TO HELP SHAPE THE HABIT OF MEMORIZING AL-QUR'AN

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ABSTRACT:

The study aimed to determine the positive relationship of self-regulated learning in Islam to the habit of memorizing the Al-Qur'an. The method used was qualitative with a review of articles and theories related to self-regulation learning and learning habits. Theory studies were studied in-depth about self-regulation learning and habit theory in education. Based on this, study habits consist of 4 principles. They are regularity, discipline, concentration, and study orientation. So the results of the study show that there is a very positive relationship between self-regulated learning in Islam with the habit of memorizing the Al-Qur'an.

INTRODUCTION

Self-Regulated is one of the major theories or is a prominent feature of social cognitive theory, which is the main idea. (Bandura, 1991) Officially launching social cognitive theory in 1989 with his book entitled *Social Foundation of Thought and Action: A Social Cognitive Theory* (Brown, 2002). Zimmerman and Martinez-Pons proposed a formulation to explain self-regulated learning based on Bandura's social cognitive theory. Bandura said that students' efforts to organize themselves in education involved three determinations, namely students' processes, environment, and behavior (Zimmerman, B.J & Martinez-Pons, 1990).

This research was conducted using the name "learning based on self-regulation" to replace the term self-regulated learning, a more efficient word without reducing its meaning. According to (Zimmerman, 1989a) and Zimmerman & Schunk (Zimmerman, B.J & Schunk, 2004), self-regulation relates to metacognitive, motivational, and behavioral skills, which actively participate to achieve goals. Self-regulation interpreted as self-direction or self-regulation in behavior. Meanwhile, learning based on self-regulation interpreted as regulating or directing oneself in study (Zimmerman, 1989a).

Furthermore, Eggen & Kauchak (Eggen, P & Kauchak, 2010) also argue that learning based on self-regulation is the process of using thoughts and actions by individuals to achieve maximum learning goals. According to Shcunk, self-regulation in learning situations requires students to have choices about what they are going to do and how they are doing it (Schunk, 2012b). Reinforced by Shih, the effectiveness in the use of learning strategies based on self-regulation plays a crucial role in improving self-control in learning activities. Self-control, as conveyed by Shih (Shih, 2002), according to Zimmerman concerning regulation, processing, resource control capabilities, and individual businesses (Zimmerman, 2002).

Some of the results of research conducted on the ability of self-regulation turned out to produce the conclusion that self-regulation can improve learning achievement (Howse, R. B, Lange, G, Farran, D. C & Boyles, 2003) on 127 students in the northern United States. It supports the research conducted by Zimmerman and Martinez-Po regarding student achievement, that high-achieving students internally perform better self-management than low-achieving students (Zimmerman & Martinez-Pons, 1990).

Based on several definitions of learning based on self-regulation found above, the definition based on self-regulation used in this study refers to the definition proposed by Zimerman and Shcunk that learning based on self-regulation is an individual effort to regulate themselves in learning to include metacognition, motivation and behavioral abilities skills (Zimmerman, BJ & Schunk, 2004).

Meanwhile, Islam pays attention to the components of the education and teaching process which are reflected in the instructor, students, education and teaching methodologies, as well as the material elements supporting the educational process, to then determine some fundamental references for it and submit daily procedures and strategies for each *ijtihad* according to the demands of the age and place (Husein Syahatah, 2004). Designing a path of success in the field of education requires careful planning to achieve it. Students must arrange effective and efficient accurate strategies, for their plans to succeed, for example, by managing their time as well as possible.

In Islam, it is taught about the importance of organizing all actions, by being able to use and manage time properly, not wasting time on things that are not useful, and also not delaying in doing an activity, as well as in learning. The ability to manage time also expressed in terms of self-regulated learning described in Q.S. Al-‘Ashar 1-3. One thing that must be done by a student is to determine the goals or targets in their learning and manage their study time because these things prepare students to learn productively.

Humans are ordered to always trying to endeavor and pray. Likewise, students are required to be able to control, manage their time, their activities following their abilities, and their life goals in this context Self-regulated learning. For all the results handed over to Allah, so that whatever the results, students will be able to accept sincerely and trust. Explained in the word of Allah Q.S. Ar-Ra'd verse (11), that Allah will not change the status of a people so that they change their condition. In this case, a lesson can be learned, especially for students to set learning goals by always trying and organizing themselves in learning well, so that he can achieve his goals and life goals.

In Islam memorizing the Qur'an is the most recommended thing, almost every Muslim longs for himself to be able to remember the Qur'an (Khafidah, W., Wildanizar, W., Tabrani, Z. A., Nurhayati, N., & Raden, Z. 2020). It is as a guide in life and guarantees the happiness of the world and the hereafter (Bahiroh, S., Pratiwi, S. A., & Fitriah, M. S. (2019). Then how to connect between self-regulation in learning based on theories from the West and studies in Islam to help shape the habit of memorizing the Qur'an for a Muslim. This study aimed to describe the relationships and ways that taken in this regard through the psychology approaches to Islamic education.

METHOD

This study is qualitative research that seeks to find meaning from various concepts and combines with some of the results of previous studies conducted by many researchers. The study of Western psychology is used to understand the meaning of self-regulation in general. The research of self-regulation of learning in Islam is done by studying the essence of the Qur'an and Hadith. The combination of the two deepened by seeing some results of research on the Qur'an memorizer phenomenon found in the field. So that researchers finally present a related relationship between self-regulated learning with the formation of the habit of memorizing the Qur'an for a Muslim.

LITERATURE REVIEW

Aspects of Self-Regulated Learning

According to Zimmerman, three aspects are applied in learning based on self-regulation of metacognition, motivation, and behavioral skills. Zimmerman stated metacognition as a decision-making process that regulates choices and uses various ways of knowledge (Zimmerman, 1989a). Zimmerman & Shcunk explained that knowledge about cognition includes planning, organizing, and measuring yourself against learning activities (Zimmerman, B.J & Schunk, 2004). Metacognition, according to Schunk, is how individual efforts to make attempts to learn based on self-regulation are individuals who plan, organize, and measure them during the learning process (Schunk, 2012a).

Motivation in learning based on self-regulation, according to Zimmerman and Ropp (Ropp, 1998) and Schunk, is more of a drive that is in the individual to do something related to learning (Schunk, 2012a). Individuals who have high motivation to learn, according to Woolfolk, have the strengths or personnel who can encourage learning activities (Woolfolk, 2008). In addition to being a drive-in individual, motivation, according to Schunk, also includes perceptions of self-efficacy and autonomy owned by individuals in learning activities (Schunk, 2012a). It supported by the motivation theory proposed by Maslow, which said that motivation is the reason underlying a person's actions. In other words, someone is said to have high motivation, implying that the person has a very severe judgment to achieve what he wants (Santrock, 2004). The behavior caused by each individual is an action to manage the conditions that are being experienced, which according to Zimmerman can be a way of gaining knowledge, responding to, and even applying it (Zimmerman, 2016).

Based on the description above, the viewpoints of self-regulated learning include three aspects (1) Metacognitive, including effort, planning, organizing, measuring themselves; (2) Motivation, which involves a set of control strategies to protect oneself from activities that contain intrinsic motivation, self-autonomy, and self-confidence; and (3) Behavioral skills, consisting of individual efforts to

compile, select, utilize and create physical and social environments that support their learning activities (Zimmerman, 2016).

Self-regulated learning strategy

There are fifteen strategies in self-regulated learning used by students, as suggested by Zimmerman Self-evaluating, which is a statement that indicates the assessment of the quality of tasks completed, understanding of the environment, or effort concerning task demands (Zimmerman, 1989b). The fifteen strategies found as follows: organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequating, rehearsing and memorizing, seeking social assistance, seeking social teacher, seeking social adults, reviewing records notes, reviewing records test, and reviewing records textbooks.

Self-learning has many strategies that concluded, namely self-evaluation, organizing and changing, setting goals and planning, finding information, keeping records and monitoring, managing the environment and self-consequences, repeating and remembering, seeking social support, etc.

Characteristics of Students with Self-Regulated Learning

Some studies suggest the characteristics of students who have self-regulated learning skills, as follows (Fermin Torrano Montalvo and Maria Carmen Gonzales Torres, 2004): First they know how to use cognitive strategies (repetition of elaboration and organization) that help them to pay attention, transform, organizing, elaborating and mastering information. Second, they know how to plan, control, and direct their mental processes to achieve performance from personal goals (metacognition). Third, they display a set of adaptive motivational and emotional beliefs, such as having learning goals, developing positive emotions for the task (happy, satisfied, enthusiastic), having the ability to control and modify it, and adjusting themselves to the demands of the task and special learning situations.

Fourth, they can planning, controlling time, and have an effort towards completing assignments, also able to create a pleasant learning environment, such as finding suitable learning places or seeking help from teachers and friends if they encounter difficulties. Fifth, it shows numerous efforts to participate in controlling and managing academic assignments, and climate and class structure (organizing teamwork, designing classwork). Sixth, they can carry out a disciplined strategy, which aims to avoid internal and external interference, maintain concentration, effort, and motivation while completing tasks. Based on the information above, the behavioral characteristics of students who have self-regulated learning very well affect learning achievement, namely by carrying out various strategies above.

The Factors Affecting Self-Regulated Learning

According to social cognitive theory, there are 3 things that affect a person so that they do learning based on self-regulation (Zimmerman, 2016). Four factors that exist in individuals in terms of learning based on self-regulation are the presence of good metacognition skills, the goal to be achieved, the existence of diverse knowledge, and the presence of self-efficacy (Zimmerman, 2016). Self-regulated learning knowledge does not only depend on the understanding of students, but also the metacognitive processes of decision making, and performance that produced. The knowledge possessed must be procedural

knowledge and conditional knowledge. Procedural knowledge refers to knowledge of how to use a strategy, whereas conditional knowledge refers to knowledge of when and why the strategy is effective.

The behavioral factors refer to individual efforts to use the abilities they have. It means that the more numerous and optimal efforts made by individuals in regulating and organizing in the regulation of learning. Schunk states, in this behavior, there are 3 steps related to self-regulation (Schunk, 2012b), namely: self-observation related to individual responses. There are two forms of ways we can see in this self-observation, namely: self-recording and self-experimentation (Boekaerts, M. Pintrich, P & Zeidner, 2000). Self-judgment which is an attempt to compare various information obtained through self-monitoring of the goals set, while, self-judgment can be in the form of self-evaluation and causal attribution (Boekaerts, M. Pintrich, P & Zeidner, 2000).

Self-reaction is a stage according to Boekaerts, Printich and Zeidner includes a description of the level of self-satisfaction that will affect the ability of individuals to accept and adapt to the new environment (adaptive), or even will cause defensive actions as a concrete reaction (Boekaerts, M. Pintrich, P & Zeidner, 2000). Furthermore, Bandura sees that the three stages above have a reciprocity or reciprocal relationship in line with the context of the problem at hand (Schunk, 2012b). Reciprocal relations are not always symmetrical but flexible in the sense that one of them in a particular context becomes less dominant.

The self-regulation described as a cycle because of the reciprocity of the behavior used to make adjustments to the environment. These adjustments are needed because of personal factors and behavior related to the environment that is continually changing during the learning process. Bandura revealed that an environment is a place where individuals carry out learning activities that provide facilities for learning activities undertaken, whether these facilities tend to support or hinder learning activities (Schunk, 2012b). Sungur and Gungoren found that the school environment that encouraged students to self-regulate had a positive effect on the achievement to be achieved (Sungur, 2009).

The Self-Regulated Learning Phases

Based on the social-cognitive perspective stated by Zimmerman, the process of self-regulation is described in three phases of rotation: the forethought phase (planning), performance or volitional control (implementation), and self-reflection (evaluation process). In all phases, the process is the same as self-regulated learning. The forethought phase of the influential process precedes the effort to act and the process of determining the stages to achieve the goals it has set. The performance or volitional control phase includes several processes that occur during the individual's actions in an effort to achieve the goals set in the previous phase. The self-reflection phase includes the process that occurs after the individual makes a predetermined effort and the effect of the response to his experience which will then influence the forethought phase in setting goals and steps that must be implemented. The self-regulation cycle is said to be perfect if the process of self-reflection is able to influence the planning process as long as a person tries to gain further knowledge.

The Self-Regulated Learning in Islamic Perspective

Self-regulated learning becomes an essential factor in education because it is related to student achievement. Self-regulated learning, according to

Zimmerman & Martiansz-Pons, as the level where participants actively involve metacognition, motivation, and behavior in the learning process. The self-regulated learning is also defined as a form of individual learning depending on their learning motivation, autonomously developing measurements (metacognition, motivation, and behavioral skills), and monitoring their learning progress (Zimmerman, B.J & Martinez-Pons, 1990).

Self-regulated learning is a combination of ability (skill) and desire (will). Student strategies are planning, controlling, and evaluating their cognitive, motivational, behavioral, and contextual processes. The student knows how to plan is self-motivated, he knows the possibilities and limitations, and as the function of this knowledge, controls, and the process of regulating learning to unite or combine their objective tasks and contexts to optimize performance and improve skills through practice (Fermin Torrano Montalvo and Maria Carmen Gonzales Torres, 2004).

While Walters said that self-regulated learning is an active and constructive process of students in setting goals for their learning process and trying to monitor, regulate and control their cognition, motivation, and behavior, which are then all directed and driven by goals and prioritizing context environment (Christopher A. Wolters, 2003).

Self-regulated learning occurs in degrees where students can use personal processes to regulate the behavior strategically and surround the learning environment. Self-regulated learning is a combination of academic learning skills and self-control that makes learning more natural, so students are motivated. They have the ability (skill) and desire (will) to learn.

Self-regulated learning has many strategies that concluded, namely self-evaluation, managing and changing, setting goals and planning, finding information, keeping records and monitoring, managing the environment and self-consequences, repeating and remembering, seeking social support, checking records, etc. Each student has a different level of learning achievement. It depends on students' efforts to improve their learning outcomes, one of which is the Self-regulated learning effort owned by each student.

RESULT AND DISCUSSION

The Habit of Memorizing the Qur'an

Habit interpreted as an activity that often done repeatedly without realizing it. "Habits are behaviors that are formed from time to time. Habits are good and not good or harmful" (Martono, 2008). Habit defined as the structure of perception of doing something frequent and orderly. In other words, when someone repeats an action regularly and satisfied with the results, the action then becomes a habit (Tarhini, Masa'deh, Al-Busaidi, Mohammed, & Maqableh, 2017).

According to az_Za'balawi, "A habit is something that is often and consistently done, and therefore done easily" (Az-Za'Balawi, 2007). Al-'aadah means everything familiar so that it can be done without difficulty. This situation is usually done repeatedly in the same way." Based on these explanations, it can be concluded that habit is something we often do consciously or unconsciously, happens from time to time (Masyhuri, S., Azhar, M., & Suud, F. M. (2020), and does not do it without feeling any difficulty.

Elements of Habit

A habit is an activity that often done, and therefore when you do it, it will feel natural. According to Syler, there are five elements of habit, namely (Syler, Marshall, 2006): (1) A habit is chosen, each time someone responds in a certain way, the easier it is to react in that way again. (2) Habits are strengths, when facing the fear of something (phobias), look at things that make you fearful and turn into fun things and then say "POWER". (3) Habits must be rationalized as being appropriate for the conscious mind. The conscious mind must accept that having habits is the right thing. (4) Habits must be repeated until they feel natural. Form good habits by responding in the same way over and over again and teaching ourselves. (5) Habit is an activity carried out as if without thinking.

Various Habits

Some psychologists consider that habits are limited to the types of motion behavior that are carried out with the body's organs. According to az-Za'balawi, quoting the opinion of Imam al Ghazali, habits are limited to four main types (Az-Za'Balawi, 2007), namely: Habit of motion, related to body movements/activities. The habit of reason, the soul's inclination towards coordinated behavior and remain in some aspects of mind production. Feeling habits, it is associated with institutions that educated to humans. Many behavioral patterns are categorized as a person's habit as long as the behavior is going the same way most of the time.

Learning defined as the acquisition of information and skills, and then information storage is called memory and memory systems. So this research is therefore focused on various types of learning and memory (Gupta, A., Singh, M. P., & Sisodia, 2018). The principal purpose of the memorization program of al-Qur'an at the school is to achieve and improve the ability to memorize optimally following the potential possessed by students. Achieving these results, not all students can maximize their potential because the achievement of memorization influenced by several factors, both internal and external factors. Internal factors are factors that originate from within the students themselves, including student learning habits. Meanwhile, external factors are factors that come from outside students or the environment, both social and non-social environments.

Study habits are factors that might influence students' achievement in learning outcomes. It is because costumes are a reflection of a person's behavior in responding to something based on his understanding, the mood to do or not do, reject or accept something in learning. If the students' habits are positive, that is, they tend to want to learn, their learning outcomes may be maximal, in the contrary, if students tend to have negative or unfavorable habits, and the student's learning outcomes may be less than optimal.

Learning habits are individual behaviors that are always displayed when the individual meets a particular situation or condition, so in the process of building these habits need to be formed through habituation activities. Habituation is an activity that is conditioned to always displayed, as contained in the guidebook for implementing habituation from the Curriculum Center states that habituation is: "The process of forming attitudes and behaviors that are relatively sedentary through repeated experiences to the stage of autonomy (independence)." A relatively sedentary behavior means that it has become a habit.

Furthermore, according to Prayitno, habits are the way that leads to always displayed by individuals in dealing with certain circumstances, or when in certain circumstances, these habits can be manifested in actual behavior such as greeting, smiling, or not as real as thinking, feeling, and behaving. Attitudes and habits in daily life, such as in social relationships, following the rules, learning and manners and customs in dealing with particular conditions such as: falling ill, facing an exam, meeting a teacher or parent and also when encountering something scary and others (Prayitno, 2004).

The learning habits, according to Aunurrahman, are a person's learning behavior that has been embedded in a relatively long time to characterize the learning activities they do (Aunurrahman, 2009). According to the theory of Association Psychology or connectionism, which was pioneered by Thorndike in Aunurrahman, one of the learning laws is the law of exercise, which suggests that learning is the formation of a stimulus and response relationship. With repetition, learning experiences will further strengthen the relationship between stimulus and response (Aunurrahman, 2009). The view of conditional psychology also provides a solid basis for the importance of the training process (Suud, F. M., Chaer, M. T., & Setiawan, W. 2020). This psychology holds that the emergence of a response is not only caused by a conditioned stimulus. In this context, "conditioned" can be interpreted as habituation. So learning is one form of an effort to train or accustom a behavior.

Good study habits are not a talent that is born from birth, but a skill possessed by students through regular and scheduled practice. Conversely, bad study habits will cause someone to be lazy to learn and get less optimal learning results. It is made clear by Sudjana, who stated that "the success of students in attending classes or lectures depends a lot on regular and continuous learning habits" (Nana Sudjana, 2005).

From some of the expert opinions above, it concluded that the habit of remembering is the activity of memorizing students which are done repeatedly, regularly and continuously through regular and scheduled exercises so that changes in behavior occur as a result of experience. Thus the meaning of memorization customs here is the steps to memorize the most frequently done by students and ways or habits of memorization.

Factors that Form the Habit of Memorizing the Qur'an

According to Fermilye (Winkel W.S, 1991), good memorization habits are a very great tool in determining the effectiveness of efforts to achieve learning achievement. He added that good learning habits characterized by individual characteristics, namely the use of free time, give priority to attention and understanding, often go to the library/reading, repeat lessons/memorization regularly, passionate in learning/memorizing, happy to discuss, and diligently asking questions.

Therefore, good memorization habits are assumed to only be owned and mastered if they have been accustomed to learning in the right way from the beginning. Learning attitudes or customs are among the aspects rather than psychological characteristics that classified in intellectual abilities. Learning habits will lead to a person's learning skills which include: (Mahrita, 1992) Procedural/methodological skills which include learning skills, problem-solving skills and so on; Psychomotor skills include physical movement skills, especially

with hands; Interpersonal skills include skills related to interaction with others, such as verbal, nonverbal, and others.

Skill is also a knowledge that can be learned that is the knowledge that has to do with knowing "how to" and "how it should be" to be able to do things right. Forming learning habits is an aspect of building attitudes and learning behaviors appropriately. The success of teaching attitudes and good study habits very much depends on the student's own will. Without a good character and ability to learn, a piece of knowledge in the form of understanding and facts will soon be forgotten if it has not been planted well in memory. A skill cannot fully mastered and cannot be applied if it not firmly embedded in its mind. According to Winkel, learning habits are not skills or abilities that are brought from birth but arise because of things that encourage someone to learn (Winkel W.S, 1991). These impulses are the nature of curiosity and want to investigate the universal world; the existence of a creative nature in humans and a desire to always develop; the desire to get sympathy from parents, teachers, and friends; the desire to correct past failures with new ventures, both with cooperatives and competition; the desire to get a sense of security when mastering lessons; and the reward or punishment as the end of learning.

Furthermore, Winkel said that if accustomed from an early age, learning activities can develop into learning habits (Winkel W.S, 1991). Learning at the time of children with when they are students (adults) is different because, in learning, children must be guided by adults (educators), while in students; the ideals are determined by themselves. According to him, the effectiveness of the learning process determined by (a) how study habits are carried out and (b) how the quality of learning is done. Learning habits undertaken by students outside the teaching and learning process at school and carried out correctly will increase the effectiveness of the learning process and support the achievement of learning achievement in school. The occurrence of the learning process outside of school is very dependent on the awareness of each individual to create good study customs.

The main aspects of implementing good study habits are repetition and practice. They need to be prepared by a student, both intelligent and less intelligent students. It is because, with the test and practice, understanding and facts will be more easily mastered. It is following the law of practice stated by Thorndike that the relationship or connection of understanding some concepts will be stronger if there is a repetition or practice that continues and vice versa. Relationships or connections will become weaker or forgotten if the practice or repetition is stopped (Suryabrata, 2007). Completion of information that will be absorbed information that usually obtained in schools is in the form of notes or inventory of information learned. In addition to repeating, the completeness and perfection aspects of the information to be learned also affect the learning outcomes. To achieve maximum learning achievement, students absolutely must obtain complete and accurate lesson information.

Learning failure experienced by a student is often not caused by a lack of ability, but because of misinformation obtained in learning. Therefore, the success of the learning process is considerably determined by the completeness and perfection of information, which is usually in the form of notes made at school. In this connection, a student must follow the lesson in an orderly and attentive manner and try to keep a good summary of all the lesson material provided by the instructor. A good record can only be owned by students who can record lesson

material efficiently, especially if the instructor is not able to present the core material that taught ideally. Recording learning material is an art and requires the ability to be able to combine the capacity to listen to the information carefully, capture the description thoroughly, and process it in mind. The ability to take notes can be possessed by every student if he wants to pay attention, and do some good customs in following the lesson. These habits include taking lessons and focusing on the education given by the instructor and previously having read the material they will receive from the learning process.

The next factor that influences memorization habits is the accuracy of organizing study time. Although they have ample time to learn, they are not able to use their time for various purposes. They do not investigate the best times for themselves to learn and do not have a proper study plan. Though they need to realize that time is very precious for a student because whatever method of learning is used still requires sufficient time.

Therefore, it is wise if a student saves time, and for this reason, it is necessary to plan the best use of time for various useful purposes. Numerous aspects and possibilities in managing the use of time need to be studied as well as possible by a student to be successful. Time outside of school lessons is more than time in school, so the use of time outside of school to study more open, for example, the habit of memorizing the Qur'an. The time for learning used at school has been arranged in the same schedule for all students. In this connection, students must be able to divide time between breaks and repeating lessons. Students also have to get used to being able to prioritize tutoring, which ones get more and fewer portions. For example, when students learn mathematics, they must get used to not only memorizing formulas but also to practice using equations in the form of practice questions. Some experts also provide feedback on study habits related to the problem of repetition in learning.

In the same book, Sumadi also said that the more often tutoring repeated and memorized, the more the lesson is mastered, and this is following the law of practice (Suryabrata, 2007). So the main principle of learning is to repeat. But before repetition, students must first understand the lesson. Repetition is intended to make understanding deeper and more durable. Repetition should be done continuously, regularly, and there needs to be a gap between repetition activities. In addition, it is necessary to look for variations to avoid boredom in learning. It turns out that learning 10×2 is better than learning 2×10 . This means that repeating more learning material with a small amount is better than repeating at the same time with a large amount of learning material.

The results of experiments conducted by Ebbinghaus got the results that it turns out that learning time is divided into specific parts, giving better results than the learning time done at once in one time. According to Winkel, to improve the effectiveness of teaching and learning in class, students must have good habits in following the lessons (Winkel W.S, 1991). According to The Liang Gie, good study habits are usually characterized by (The Liang Gie, 1988): regularity in learning; learning discipline; concentration, and the last thing that influences is how students respond to the given lesson (study orientation).

Having good study habits and memorization, each study effort will give satisfying results. The knowledge being demanded can be understood and mastered perfectly and the exams can be passed successfully so that eventually they can achieve optimal achievements. Good study/memorizing habits must be

nurtured and developed. Likewise the habit of memorizing is not something that already exists, but something that must be formed. Meanwhile, if you have inappropriate or improper learning habits, you will get suboptimal results so that it will affect the student's learning achievement.

Learning habits/memorizing that is not appropriate can make it difficult for students to understand and gain knowledge so that it inhibits the progress of student learning and will ultimately experience failure in achievement. In daily activities, it found that there are unfavorable study habits. Place where a person's attitude of learning frequently starts from the practice of independent study at home and study habits at school. The habit of learning/memorizing independently at home is very important besides the study habits at school. By doing learning activities/recording at home or boarding, students are expected to be able to study regularly and focus.

CONCLUSION

Based on the previous description, it can be concluded that there are 4 principles of memorization habits, namely the principle of regularity, the principle of discipline, the principle of concentration, and the principle of learning orientation. The principle of regularity includes the following lessons frequently, listening to tutoring, making notes regularly, and reading textbooks. This trait will also affect the way students think. An organized mind is a model for a person to seek knowledge because knowledge is the result of a thought process that carried out systematically. The principle of regular learning discipline is only possible if students have the self-control by obeying a pre-arranged plan. Temptations aimed at delaying memorization efforts can be avoided if the student has self-discipline.

Concentration is the centering up the mind on a matter by ruling out all other unrelated things. In memorization, a favorable environment and full involvement between students and teachers greatly influence the concentration of thought. The principle of study orientation is when a student who interprets that education does not give meaning to his life in the future will lead to bad study habits. A positive study orientation will increase the quantity and quality of study habits, so all aspects of self-regulation learning can be used in the process of habituating a person to memorize the Qur'an.

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