

## Self-Regulated Learning Among Female Islamic Students: A Case Study at the Nurul Anwar Putri Tarub Islamic Boarding School

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### Abstract

Self-regulated learning skills are a key factor in supporting students' academic success, including those at Islamic boarding schools who must balance academic and religious activities simultaneously. Life at an Islamic boarding school requires students to manage their time, set learning goals, exercise self-control, and evaluate their learning processes and outcomes. This study aims to describe the self-regulated learning of female students in managing their academic and religious activities at the Nurul Anwar Putri Tarub Islamic Boarding School, as well as to identify the factors that support and hinder it. The study employs a qualitative approach using a case study design. The research participants consisted of three female students selected through purposive sampling. Data were collected through in-depth interviews, observations, and documentation, then analyzed using data reduction, data presentation, and conclusion-drawing techniques. The results of the study indicate that the female students have implemented aspects of self-regulated learning through setting academic and religious goals, prioritizing activities, managing time, monitoring learning progress, and self-evaluating their achievement of established targets. Factors supporting self-regulated learning include intrinsic motivation, support from the boarding school environment, the role of female teachers, and peer support. The inhibiting factors identified include a packed schedule of activities, physical fatigue, and limited time for independent study. The main findings of this study indicate that female boarding school students' self-regulated learning develops through the integration of academic and religious goals into a single self-regulation system. Consequently, structured religious activities within the boarding school environment do not become an additional burden but rather serve to reinforce discipline, time management, commitment to learning, and continuous self-evaluation.

**Keywords:** self-regulated learning, female Islamic boarding school students, academic activities, and religious activities

### Abstrak

*Kemampuan self-regulated learning menjadi salah satu faktor penting dalam mendukung keberhasilan belajar peserta didik, termasuk santri yang harus menjalankan aktivitas akademik dan keagamaan secara bersamaan. Kehidupan*

*di pesantren menuntut santri untuk mampu mengatur waktu, menetapkan tujuan belajar, mengendalikan diri, serta mengevaluasi proses dan hasil belajar yang telah dilakukan. Penelitian ini bertujuan untuk mendeskripsikan self-regulated learning Santri putridalam mengelola aktivitas akademik dan keagamaan di Pondok Pesantren Nurul Anwar Putri Tarub, serta mengidentifikasi faktor-faktor yang mendukung dan menghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Informan penelitian sebanyak tiga santri putri yang dipilih secara purposive. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa santri putri telah menerapkan aspek-aspek self-regulated learning melalui penetapan tujuan akademik dan keagamaan, penyusunan prioritas kegiatan, pengelolaan waktu, pemantauan kemajuan belajar, serta evaluasi diri terhadap pencapaian target yang telah ditetapkan. Faktor pendukung self-regulated learning meliputi motivasi intrinsik, dukungan lingkungan pesantren, peran ustazah, dan dukungan teman sebaya. Adapun faktor penghambat yang ditemukan antara lain padatnya jadwal kegiatan, kelelahan fisik, dan keterbatasan waktu untuk belajar mandiri. Temuan utama penelitian ini menunjukkan bahwa self-regulated learning santri putri berkembang melalui integrasi tujuan akademik dan keagamaan dalam satu sistem regulasi diri. Sehingga aktivitas keagamaan yang terstruktur di lingkungan pesantren tidak menjadi beban tambahan, melainkan berfungsi sebagai penguat kedisiplinan, pengelolaan waktu, komitmen belajar, dan evaluasi diri secara berkelanjutan*

**Kata Kunci:** *self-regulated learning, santri putri, aktivitas akademik, dan aktivitas keagamaan*

## Introduction

In the context of 21st-century education, which demands independence and lifelong learning skills, the development of self-regulated learning has become a key focus in various educational studies (Ahmad, 2023). Currently, self-regulated learning (SRL) is one of the essential competencies students need to meet educational demands. This concept refers to an individual's ability to manage their own learning process independently through goal-setting, planning learning strategies, monitoring progress, self-regulation, and evaluating the results achieved. Students with strong self-regulated learning skills tend to be better able to manage their time, maintain motivation to learn, overcome various academic obstacles, and achieve optimal learning outcomes (Apri et al., 2026). Therefore, self-regulated learning is not only viewed as a factor supporting academic success but also as a vital skill that helps individuals become lifelong independent learners.

The importance of self-regulated learning is increasingly evident in educational settings that require students to carry out various activities simultaneously. In this context, students are expected to be able to set priorities, manage their time effectively, and maintain consistency in achieving their established learning goals (Yulanda, 2017). Various studies indicate that self-regulation skills positively contribute to motivation, engagement in learning, resilience in the face of difficulties, and academic achievement (Basaria et al., 2024). Thus, the development of self-regulated learning has become a

crucial aspect of education because it helps students navigate increasingly complex and dynamic learning challenges.

The importance of self-regulated learning is becoming increasingly relevant in the pesantren environment. Unlike students in general, santri not only participate in formal learning activities at school or madrasah but also engage in various strictly scheduled religious activities, such as reciting the Qur'an, studying religious texts, memorization, organizational activities, and various other pesantren-related activities (Wijayanto & Hastuti, 2023). These conditions require students to effectively manage their time, energy, and learning resources so that all activities can be carried out in a balanced manner. In such situations, self-regulation skills become a crucial factor in helping students set priorities, maintain motivation, and achieve their established learning goals (Alisah, 2025).

Female pesantren students exhibit characteristics that are worth examining from the perspective of self-regulated learning. In addition to facing demanding academic and religious requirements, they are also required to adapt to the rules, culture, and relatively structured lifestyle of the pesantren (Fitroti & Irfan Riyadi, 2022). The various activities that take place from morning until night have the potential to pose challenges in time management, concentration on studies, and self-control. However, these conditions also provide an opportunity for female students to develop self-regulation skills in dealing with the various demands they face (Susanti, 2024). Therefore, a deeper understanding of how female students manage their academic and religious activities through self-regulated learning is important to explore further.

A number of previous studies have shown that self-regulated learning is associated with various aspects of academic success. Saputri et al. (2022), for example, demonstrated the relationship between self-regulated learning and motivation in mathematics learning, while Lutfi (2024) identified self-regulation as a crucial component in fostering independence in Quranic studies. Other studies have also shown that self-regulation is related to students' academic achievement (Margaretha et al., 2025). Nevertheless, these studies still tend to frame self-regulated learning within the context of academic achievement or independent learning as a single sphere of activity. In the context of Islamic boarding schools (pesantren), the situation is different because students must manage the demands of formal education and religious activities that occur simultaneously and in a structured manner. Thus, the issue at hand is not merely how students become independent learners, but how they manage their goals, time, motivation, and strategies when they must achieve both academic and religious goals simultaneously.

This research gap is also evident in how self-regulated learning has been studied in pesantren settings. The study by Fitroti and Riyadi (2022) examined self-regulation in the among female students memorizing the Qur'an, while Wijayanto and Hastuti (2023) examined self-regulated learning training for santri. Both studies provide insight into the importance of self-regulation in pesantren life, but they have not yet thoroughly explained how the self-regulation process unfolds when students must integrate academic goals with religious goals in their daily lives. In other words, the research gap lies not merely in

differences in location or research subjects, but in the lack of understanding regarding the mechanisms by which these dual demands are managed through the self-regulation process. This study aims to fill this gap by analyzing students' experiences in setting goals, planning activities, controlling behavior, monitoring progress, and evaluating learning outcomes across these two concurrent domains.

Theoretically, this study uses Zimmerman's self-regulated learning model as its analytical framework. Zimmerman views self-regulated learning as a cyclical process involving the interconnection between pre-learning processes (forethought), execution and control during activities (performance), and reflection after activities (self-reflection). Within this framework, goal setting and strategy planning form the basis for carrying out activities; during implementation, individuals exercise self-control and monitor the learning process; subsequently, the results obtained are evaluated and used as a basis for adjusting future goals and strategies. This cyclical framework is relevant to the lives of santri because the management of academic and religious activities does not end with the creation of a schedule but requires a continuous process of monitoring and adjusting strategies as santri face time constraints, fatigue, or shifting priorities (Schunk & Zimmerman, 2011). Thus, Zimmerman's model is used not only as a conceptual definition but also as a framework for understanding how self-regulation is formed and unfolds within the context of pesantren life.

From this perspective, the scientific contribution of this study lies in revealing self-regulated learning as an integrative process in managing two goal orientations academic and religious—rather than merely applying the concept of SRL to the pesantren context. This study also provides insight into how the structure of pesantren life through a structured schedule, a culture of discipline, interactions with teachers and peers, and the demands of a rigorous activity schedule interacts with students' personal factors in shaping self-regulation. Thus, this study not only expands the context of Zimmerman's theory but also demonstrates how an educational environment with concurrent academic and religious demands can serve as a space for the development of self-regulation.

The Nurul Anwar Putri Tarub Islamic Boarding School was selected as the research site based on academic considerations because its educational environment allows for clear observation of this phenomenon. This boarding school integrates formal education with religious activities that take place in a structured and continuous manner. Students attend classes at school or madrasah while also participating in Quran recitation, Quran memorization, religious text study, and other boarding school activities. These conditions provide a relevant context for analyzing the process of self-regulated learning when two goal orientations academic and religious must be managed simultaneously. These characteristics also allow researchers to observe the relationship between the students' personal factors and the boarding school's environmental structure in the process of self-regulation formation. Based on these considerations, this study aims to describe the self-regulated learning of female students in managing their academic and religious activities at the Nurul Anwar Putri Tarub Islamic Boarding School. Specifically, this study focuses on the students' ability to set learning goals, plan activities, exercise

self-control, monitor learning progress, and evaluate learning outcomes. Additionally, this study aims to identify the factors that support and hinder female students' self-regulated learning within the boarding school environment.

## Method

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the phenomenon of self-regulated learning among female students in managing their academic and religious activities at the Nurul Anwar Putri Tarub Islamic Boarding School. The qualitative approach was chosen because it allows the researcher to gain a comprehensive understanding of the experiences, perspectives, and strategies used by the students in managing their learning process (Supriandi, 2025). The research informants consisted of three female students selected through purposive sampling, taking into account their active involvement in academic and religious activities within the boarding school environment; specifically, students at the MTs and MA levels who are preparing to enter higher education. The research was conducted at the Nurul Anwar Putri Tarub Islamic Boarding School, which has an integrated educational system combining formal learning with religious activities.

Research data were collected through in-depth interviews, observations, and documentation over the course of approximately one month in May 2026. Structured interviews were conducted based on indicators of *self-regulated learning*, which include setting learning goals, learning planning, self-control, learning monitoring, and self-evaluation. Observations were used to gain insight into the students' academic and religious activities in their daily lives, while documentation served as supporting data for the study. Prior to data collection, all informants were provided with an explanation of the research objectives, interview procedures, their right to refuse or withdraw from participation at any time, and assurances that their involvement was voluntary. To maintain the confidentiality of the informants' identities, all names were disguised to ensure anonymity and data confidentiality throughout the research process and in the reporting of research results.

The data collected were analyzed using the Miles and Huberman model, which includes data condensation, data presentation, and drawing conclusions. To ensure data validity, the researcher applied methodological triangulation by comparing the results of interviews, observations, and documentation obtained during the study. Data validity refers to Lincoln and Guba's criteria for *trustworthiness*, which focus on the aspects of *credibility* and *dependability*. *Credibility* was maintained through methodological triangulation by comparing data from interviews, observations, and documentation. *Dependability* is achieved through the systematic documentation of all research stages from data collection and analysis to drawing conclusions ensuring that the research process can be consistently traced.

## Result and Discussion

### Goal Setting and Learning Planning

The results of interviews conducted in May 2026 indicate that the female students have clear learning goals, both in academic and religious aspects. The academic goals mentioned include the desire to maintain academic performance, complete formal education with good results, and continue their studies at the university level. Meanwhile, religious goals were oriented toward improving recitation skills, completing Qur'an memorization targets, and strengthening their understanding of religious knowledge. Several statements from the informants illustrated the clarity of these goals.

*"I want to keep doing well at MTs, but I also want to be able to recite the Quran well. I think both are equally important, so I try to take my schoolwork and pesantren activities seriously."* (P1)

*"I want to graduate with good grades so I can go on to college. Besides that, I also want to deepen my religious knowledge and keep improving my memorization skills while at the pesantren."* (P2)

*"I want to succeed in school and also succeed in my religious studies. I don't want to excel in just one of them, but rather have both areas develop in a balanced way."* (P3).

The findings indicate that the students' learning goals are not only oriented toward completing their formal education but also toward developing religious competencies. The clarity of these goals reflects the ability to set learning goals (*goal setting*), which is one of the main components of *self-regulated learning*. According to Zimmerman, individuals with specific learning goals will find it easier to direct their learning behavior, choose appropriate strategies, and maintain motivation in achieving their set targets (Mukhid, 2008).

In addition to having clear learning goals, the students also demonstrate the ability to systematically *plan their studies*. This planning is put into practice by setting daily goals, using free time to complete assignments, and prioritizing their various academic obligations and boarding school activities when they overlap. This is reflected in the following interview excerpts.

*"I set my own goals. For example, every day I have to finish my schoolwork and review what I've memorized. If I have free time, I use it to study so my work doesn't pile up."* (P2)

*"I usually check my schedule first. If I have schoolwork, I do it during my free time before my Quran study session. Once I've finished my homework, I move on to reviewing or reading the lesson for tomorrow."* (P1)

*"I rearrange my schedule. If there's a more important activity, I finish that first, then I find another time to study or memorize so that I can still meet my goals."* (P3).

The results of the interviews indicate that learning planning is carried out consciously through time management, setting priorities, and utilizing available learning resources. These strategies enable students to continue meeting academic demands even while participating in a busy boarding school schedule. These findings are consistent with the research by Azizah et al. (2025), which states that learning planning is a self-regulation strategy carried out systematically to effectively achieve learning objectives.

In the context of pesantren education, academic and religious goals are not viewed as two competing orientations, but rather as complementary elements in the process of the students' personal development. Therefore, students plan their daily activities by coordinating their school schedules with pesantren activities. Effective use of time, especially in between scheduled activities, is a key strategy for maintaining a balance between these two demands. These findings indicate that the ability to develop and implement study plans plays a crucial role in supporting both academic success and the strengthening of religious competencies (Awwalina, 2023). The results of this study reinforce the findings of Lutfi (2024), which state that *self-regulated learning* is characterized by an individual's ability to plan, manage, and direct their learning activities independently.

More specifically, the research findings indicate that the ability to set goals and develop learning plans represents the "forethought" phase in Zimmerman's model of self-regulated learning. In this phase, individuals set goals, build motivation, and select strategies to be used before the learning process begins. The pesantren environment, which requires students to engage in various academic and religious activities simultaneously, provides them with opportunities to continuously develop these abilities. Thus, the students' self-regulated learning not only contributes to their academic achievement but also fosters discipline, responsibility, and independence as they fulfill their roles as students and pesantren residents. This finding also reinforces the research by Aripin et al. (2023), which emphasizes that the ability to set goals and formulate learning strategies is the primary foundation for the success of students' self-regulation.

#### **Time Management and Self-Control**

The interview results indicate that the female students demonstrate a fairly good ability to manage their time amidst the demanding schedule of formal education and boarding school activities. This ability is evident in their efforts to make the most of their free time, prioritize activities, and adjust their study schedules to fit the structured boarding school routine. Several informants stated:

*"I follow the set schedule at the Islamic boarding school. After school, if I still have time, I immediately do my homework. After that, I attend Quran recitation classes, and in the evening I usually review my lessons or memorize verses." (P1)*

*"I make the most of my free time. I work on my school assignments little by little so they don't pile up. After that, I continue with my memorization or review my lessons." (P2).*

The results of the interviews indicate that time management has become an integral part of the learning strategies employed by students to balance academic and religious demands. Learning activities at school or madrasah, which take place from morning through midday, must be carried out alongside pesantren activities, such as Quranic studies, scriptural study, memorization, and various scheduled acts of worship. Therefore, the ability to set priorities and use time effectively is a crucial factor in ensuring that all obligations can be fulfilled optimally. This finding aligns with the research by Sunardi et al., which states that time management is one of the key strategies in *self-regulated*

*learning* that enables students to maintain learning effectiveness even when facing multiple concurrent demands (Sunardi et al., 2024).

In addition to time management skills, the research findings also indicate that the students possess strong self-control in maintaining consistency in their studies. This ability is evident in their efforts to stay focused on their set goals and to adhere to the schedule of activities at the pesantren. One of the informants stated:

*"I remind myself of why I came to the pesantren. I want to succeed in school and in my religious studies. When I remember that goal, I feel more motivated and try to complete my tasks one by one."* (P3)

This statement indicates that learning goals serve not only as targets to be achieved but also as a source of internal motivation that helps students maintain discipline and consistency in their learning activities. An awareness of the importance of formal and religious education encourages students to remain committed to the learning process despite facing various challenges. From Zimmerman's perspective, the ability to control behavior and maintain commitment to goals is an important part of the self-regulation process that enables individuals to direct their learning activities effectively (Tiatry & Mularsih, 2017).

On the other hand, the research findings indicate that students also face various obstacles in carrying out their academic and religious activities, such as physical fatigue, drowsiness, decreased concentration, and time constraints due to their packed schedules. Despite this, the students strive to develop various strategies to overcome these obstacles. This is reflected in the following interview excerpts.

*"Sometimes there are so many activities that I feel tired and sleepy. When that happens, I cut back on non-essential activities like spending too much time chatting with friends so that I still have time to study."* (P3)

*"I usually ask my friends first. If I still don't understand, I ask my teacher or ustazah, and then I review the material on my own."* (P2).

The findings indicate that the students are not only able to identify the obstacles they face but also strive to adjust their behavior to overcome them. Strategies such as reducing activities that do not support learning goals, managing rest periods, using free time more productively, and seeking help from friends or teachers are forms of self-regulation that support the continuity of the learning process. These abilities demonstrate that students are capable of managing behavioral, cognitive, and social aspects simultaneously as part of the *self-regulated learning* process.

Overall, the research findings indicate that time management and self-control are crucial aspects in the development of *self-regulated learning* among female students in a pesantren setting. The ability to manage schedules, set priorities, control behavior, and find solutions when facing obstacles demonstrates that the students have applied various self-regulation strategies in their daily lives. These findings align with Zimmerman's model of *self-regulated learning*, which identifies time management and *self-control* as key components of the *performance* phase the stage during which individuals implement learning strategies while simultaneously regulating their behavior to ensure it remains

aligned with their established goals (Schunk & Zimmerman, 2011; Tiatry & Mularsih, 2017).

The findings of this study also reinforce the results of the research by Chodimuddin et al. (2025), which state that the pesantren's structured way of life through a disciplined schedule of activities provides space for students to develop their ability to manage their time and exercise self-control on an ongoing basis. Thus, the pesantren environment serves not only as a venue for the educational process but also as a vehicle for character development that fosters discipline, responsibility, independence, and self-regulation. These skills are essential assets for students in maintaining a balance between academic and religious demands, thereby enabling them to achieve their learning objectives optimally.

### **Monitoring and Self-Evaluation**

The research findings indicate that female students actively monitor their learning progress, both in academic and religious aspects. This monitoring is carried out in various ways, such as comparing achievements with predetermined targets, reviewing completed assignments, reviewing course material, and evaluating their progress in memorizing the Qur'an. One informant explained:

*"I compare the goals I've set with the results I've achieved. For example, if my goal is to memorize one page and I haven't reached it yet, that means I have to study more."* (P2)

This statement indicates that the students are not only focused on achieving final outcomes but also regularly monitor the progress of their ongoing learning process. Monitoring is conducted to assess the extent to which targets have been met and to identify areas that still require improvement. From the perspective of *self-regulated learning*, this activity constitutes a form of *self-monitoring*—that is, an individual's ability to continuously observe, control, and evaluate their learning progress so they can make appropriate decisions regarding their next learning strategies (Imroni, 2026). Thus, monitoring serves as a crucial mechanism that helps students maintain the effectiveness of their learning process amid various academic and religious demands.

In addition to monitoring, the research findings also show that the students reflect on the learning outcomes they have achieved. This reflection involves evaluating the extent to which they have achieved their academic and religious goals, as well as identifying factors that support or hinder their learning success. One informant stated:

*"If my grades drop or I'm not yet fluent in my memorization, I feel that I need to improve my study habits. Usually, I cut back on playtime and spend more time reviewing lessons or memorizing."* (P1).

The results of the interviews indicate that reflection serves as a means for students to identify their strengths and weaknesses in the learning process. The students recognize that success is not determined solely by intellectual ability but is also influenced by discipline, consistency, time management skills, and commitment to carrying out various activities within the pesantren environment. This awareness demonstrates the development of *self-awareness*, which enables students to understand their learning conditions more objectively. This finding is consistent with the research by Retikasari et

al. (2025), which states that self-reflection plays an important role in enhancing self-awareness so that students are able to identify the factors that influence their learning success or failure.

The research findings also show that the monitoring and reflection activities encouraged the students to evaluate and improve learning strategies they considered ineffective. These improvements were made by reorganizing their study schedules, increasing the frequency of reviewing material, using free time more productively, and seeking help when they had difficulty understanding the material. This was expressed by one of the informants as follows.

*"I've reorganized my study schedule, spent more time reviewing material I don't fully understand, and used my free time to study or memorize. If I come across something difficult, I discuss it with my friends or ask my teacher." (P3)*

This statement indicates that the students are able to adjust their learning strategies based on the results of previous evaluations. They not only recognize obstacles in the learning process but also take the initiative to seek alternative solutions so that both academic and religious goals can still be achieved. This ability to adjust strategies demonstrates flexibility in self-regulation—that is, the ability to modify learning behavior based on acquired experience. This finding aligns with the research by Tusyadiah et al. (2024), which shows that the ability to evaluate and refine learning strategies is a key indicator in the development of *self-regulated learning*.

Overall, the research findings indicate that self-monitoring and self-evaluation are important components in the development of *self-regulated learning* among female students in a pesantren setting. The ability to engage in *self-monitoring*, self-reflection, and evaluation of learning strategies demonstrates that the students have developed a continuous process of self-regulation. In Zimmerman's model of *self-regulated learning*, these abilities are part of the *self-reflection* phase—the stage at which learners assess the effectiveness of the strategies they have used, identify their remaining weaknesses, and determine corrective actions to improve the quality of the learning process in the next stage (Schunk & Zimmerman, 2011; Tarumasely, 2024).

The findings of this study also indicate that life in a pesantren environment provides a conducive setting for the development of self-monitoring and self-evaluation skills. The intense academic and religious activities encourage students to continuously assess their learning progress and adjust their strategies to ensure they can still achieve their set goals. Thus, self-monitoring and self-evaluation not only serve as a means to improve academic achievement but also function as a character-building process that fosters a reflective attitude, responsibility, independence, and the ability to make wise decisions when facing various learning challenges.

### **Factors Supporting and Hindering Self-Regulated Learning**

The research findings indicate that the development of *self-regulated learning* among female boarding school students is influenced by various factors, both internal and external to the learning environment. The primary supporting factors identified include intrinsic motivation, a structured boarding school environment, and social support from

peers and female teachers. On the other hand, a packed schedule of activities, physical fatigue, and limited time for independent study are factors that hinder the optimization of self-regulation in learning.

Intrinsic motivation is the most dominant factor in encouraging students to maintain consistency in their studies. This motivation stems from the desire to achieve academic success, deepen their religious knowledge, and prepare for a better future. One informant stated:

*“I want to continue excelling in school and also be able to recite the Quran well. That’s what keeps me motivated. I feel that both academic knowledge and religious knowledge are equally important for the future.” (P1).*

This statement indicates that the students’ motivation to learn is not only oriented toward academic achievement but also toward the development of religious competencies. The clarity of their goals serves as a source of motivation that drives them to consistently engage in various learning activities despite facing various challenges. This finding is consistent with the research by Maulidiyah et al. (2025), which shows that intrinsic motivation is the primary factor driving students to maintain active engagement in the learning process. From the perspective of *self-regulated learning*, intrinsic motivation forms the basis for self-regulation because it directs learning behavior toward predetermined goals (Schunk & Zimmerman, 2011).

In addition to internal factors, the pesantren environment also makes a significant contribution to the development of *self-regulated learning*. Life at the pesantren—characterized by a structured schedule of activities, a culture of discipline, and the consistent practice of academic and religious activities helps students develop positive study habits. One informant explained:

*“In my opinion, what helps the most is the discipline at the pesantren. Because the schedule is regular, I’ve gotten used to managing my time and know when to study, recite the Quran, or do my assignments.” (P3)*

The results of the interviews indicate that the pesantren lifestyle functions as an environment that supports the development of self-regulation. The structured daily routine trains students to manage their time, set priorities, and take responsibility for the various obligations they must fulfill. These findings reinforce Zimmerman’s (2011) view that the learning environment plays a crucial role in shaping self-regulation skills through the interaction between individuals, behavior, and the environment. Thus, the pesantren is not only a place where the educational process takes place but also an environment that facilitates the development of a disciplined and independent learning character.

Another contributing factor is social support from peers and female religious teachers. This support helps students overcome various learning difficulties while maintaining their motivation to achieve both academic and religious goals. One informant stated:

*“Usually my friends. If there’s a lesson we don’t understand, we study together. If it’s still difficult, I ask the female religious teacher or my teacher.” (P2)*

This statement indicates that peers serve as both learning partners and sources of emotional support, while the female instructor acts as a mentor who provides guidance,

encouragement, and feedback on the students' learning process. This social support creates a conducive learning environment and boosts students' self-confidence in facing various academic demands. This finding aligns with Robbani's (2025) research, which shows that the quality of social interactions in a learning environment positively contributes to the development of students' *self-regulated learning*.

In addition to these supporting factors, this study also identified several factors that hinder the development of *self-regulated learning*. The main obstacles reported by the students were their busy schedules, physical fatigue, and limited time for independent study. One informant stated:

*"When there are a lot of activities, I feel tired and sometimes get sleepy while studying. Also, my time for independent study is limited, so I have to make the most of my free time."* (P3)

The results of the interviews indicate that the intensity of pesantren activities, which take place from morning until night, causes students to experience physical fatigue and a decline in concentration while studying. In addition, limited free time restricts opportunities to review material or deepen their understanding. These conditions require students to possess good time-management skills so that all academic and religious goals can still be optimally achieved. This finding is consistent with Setiawan's (2026) research, which states that a packed schedule of learning activities is one of the main challenges in implementing *self-regulated learning*, particularly in educational environments with structured activity systems.

Overall, the research findings indicate that the students have implemented various components of *self-regulated learning*, namely *goal setting*, *planning*, *self-monitoring*, *self-control*, and *self-evaluation*. The students set clear learning goals, develop learning strategies, monitor their progress, regulate their learning behavior, and evaluate the strategies they use. This indicates that the learning process is not passive but involves the active engagement of individuals in directing, controlling, and evaluating their own learning. These findings reinforce the research by Amailiyah and Affandi (2023), which states that the application of all components of *self-regulated learning* contributes to students' ability to manage learning demands more effectively.

Furthermore, the research findings show that the development of *self-regulated learning* is the result of a dynamic interaction between personal and environmental factors. Intrinsic motivation, social support, and the structured lifestyle of the pesantren serve as factors that strengthen students' self-regulation, while a heavy workload, physical fatigue, and limited time for independent study present challenges that must be overcome. These findings align with Zimmerman's social cognitive theory, which explains that self-regulation develops through *a triadic reciprocal causation* between personal factors, behavior, and the environment (Kristiyani, 2020; Schunk & Zimmerman, 2011). Thus, the students' success in balancing academic and religious demands demonstrates that the pesantren environment has strong potential to shape individuals who are independent, disciplined, and capable of effectively directing their own learning processes.

Although there were variations in learning experiences among participants, this study revealed a relatively consistent pattern in the application of *self-regulated learning*. All informants had clear academic and religious goals, applied time-management strategies, monitored their learning progress, and evaluated the strategies they used. Differences were more evident in the level of goal specificity, the learning strategies applied, and maturity in managing the learning process. Students with longer learning experiences tended to demonstrate more systematic planning and self-regulation skills compared to those still in the early stages of their education. These findings reinforce the results of Muslim Farid's (2025) study, which states that the development of *self-regulated learning* is dynamic and influenced by learning experiences, educational level, and the individual's adaptation to the learning environment.

## Conclusion

The results of the study indicate that the female students have applied self-regulated learning in managing their academic and religious activities at the Nurul Anwar Putri Tarub Islamic Boarding School. This ability is reflected in the setting of clear learning goals both academic and religious the planning of learning activities, time management, monitoring of target achievement, as well as the ongoing evaluation and refinement of learning strategies. Self-regulated learning helps the research participants balance the various demands they face as female students, allowing them to carry out their academic and religious activities in a more focused manner. A key finding of this study is that students' self-regulation is not formed solely through individual abilities but develops through the interaction between their personal goals and the structure of boarding school life. A structured schedule of activities, a culture of discipline, and the requirement to carry out academic and religious activities simultaneously serve as mechanisms that encourage students to learn to set priorities, exercise self-control, and evaluate their learning strategies. Thus, religious activities in the context of this study are not merely an additional burden but can function as a space for practice that strengthens the students' self-regulation abilities.

This study found that self-regulated learning among female boarding school students is supported by various factors, namely personal motivation, a structured boarding school environment, and social support from peers and female teachers. The motivation to acquire knowledge and achieve future goals serves as the primary driver in carrying out learning activities. Meanwhile, the culture of discipline and the structured schedule of activities at the boarding school help foster positive learning habits. On the other hand, there are several inhibiting factors faced by the students, including a packed schedule of activities, physical fatigue, and limited time for independent study. The practical implication of these findings is that boarding school administrators and educators need to maintain a structure of activities that supports discipline, while also providing adequate space for students to plan, monitor, and evaluate their learning independently. Pesantren administrators also need to pay attention to the balance between a packed schedule of activities and the need for rest and independent study time so that

academic and religious demands can be met optimally without causing excessive fatigue. Guidance from female teachers and strengthening peer support can also be directed as part of a strategy to foster self-regulated learning among students.

This study has limitations because it employed a case study design conducted at a single Islamic boarding school with three informants. Therefore, the findings are contextual in nature and are not intended to be directly generalized to all students or Islamic boarding schools with different characteristics. Future research could broaden the scope of the study by involving several Islamic boarding schools with different characteristics, educational systems, and student educational levels. Future research could also use a more diverse sample of informants or employ quantitative or mixed-methods approaches to further examine the relationship between the boarding school's environmental structure, motivation, social support, burnout, and students' self-regulated learning.

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