

Collage Student Self-Regulation In Dual Roles: A Phenomenological Study On Academic And Ma'had Obligations

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Abstract, this study aims to understand the self-regulation of students who act as Ma'had Supervisor in dealing with academic pressures and Ma'had obligations. Using a phenomenological approach, this study explores the strategies students use to manage time, cope with pressure, and maintain a balance between academic and non-academic roles. Data were collected through semi-structured interviews with two Ma'had student supervisor at Maulana Malik Ibrahim State Islamic University Malang, who were selected using purposive sampling technique. Data analysis was conducted through three stages: open coding, selective coding, and axial coding. The results showed that students' self-regulation involves time management, adaptation, problem solving, intrinsic motivation, and social support. These factors allow students to maintain productivity amidst the pressure of dual roles, although stress and social tension remain the main challenges. This research contributes to the development of mentoring programs to support students with dual roles in Ma'had-based educational environments.

Keywords: Self-regulation, Academic stress, Dormitory supervisor, Phenomenology

1 Introduction

Being a collage student is a challenging journey, especially when they have to deal with various dynamics and complex assignment demands. In college life, students are faced with various academic tasks, such as completing individual assignments, taking exams, and participating in group projects. In addition, some students choose to broaden their experience by getting involved in organizations, one of which is becoming a Ma'had administrator. As Ma'had administrators, they are responsible for various religious

activities, spiritual guidance, and administrative management. The Center for Religious and Religious Education Research (Puslitbang Penda) of the Ministry of Religious Affairs noted that more than 30% of santri who are also Ma'had administrators have busy daily schedules, with responsibilities that often overlap (Sunarini, 2021). These roles not only add to their workload but also require leadership and social service skills for the santri. Daily activities such as religious studies, monitoring, deposits, and spiritual guidance are activities that require special attention from them. However, the biggest challenge is how they are able to effectively divide their time between academics and their responsibilities as administrators.

The ability to perform these dual roles is closely related to the concept of self-regulation, which is the ability of individuals to control their thoughts, emotions, and behavior in order to achieve certain goals. Self-regulation is an important skill that helps individuals manage their time, cope with stress, and prioritize tasks, especially in stressful situations (Liu et al., 2018; Zimmerman, 2002). Previous research shows that 68% of self-regulation contributes to reducing academic stress, increasing productivity, and minimizing procrastination (Anggana & Pedhu, 2021; Wang et al., 2021). This is also supported by another study showing that low self-regulation in students can cause academic stress and anxiety (Ragusa et al., 2023). In addition, another study also states that 30% of self-regulation affects student motivation in meeting academic demands (Zafar, 2024). However, these studies generally only focus on one aspect, namely academic demands or organizational activities, without considering the experiences of students who have to perform both roles simultaneously.

This research gap lies in the lack of studies that specifically discuss students in dual roles, particularly those who serve as Ma'had administrators. Most studies on self-regulation only highlight self-management strategies in separate academic or organizational contexts (Allee-Herndon & Roberts, 2019). However, students who perform dual roles face different complex challenges, such as how to balance their time, deal with overlapping role pressures, and maintain their mental health. Therefore, research is needed to fill this gap by deeply understanding the experiences of students in performing dual roles.

This study aims to answer the main question regarding how students regulate themselves in performing dual roles. This study also explores how students manage their time, cope with pressure, and control themselves in facing the challenges of these dual roles. A phenomenological approach was chosen in this study to offer new insights into self-regulation in the context of dual roles (Nasir et al., 2023). This approach aims to understand the subjective experiences of individuals as they experience them directly, without altering or distorting their meaning (Suyanto, 2019). Using phenomenology, this study explores how students interpret their dual roles as students and ma'had administrators. The novelty of this research lies in its focus on Ma'had administrators who face unique challenges, thereby contributing to the development of theory and practice of management and self-regulation for individuals in similar situations.

2 Methods

a. Study Design and Participants

This study uses a qualitative method with a phenomenological approach. The phenomenological approach aims to understand the subjective experiences of individuals related to certain phenomena. In this case, the study focuses on students' self-regulation in managing academic and ma'had obligations. Phenomenology is considered appropriate because this approach not only explores facts but also explores the meanings felt by participants. Phenomenology focuses on understanding the deeper meaning of a life experience by paying attention to the subjective consciousness of the individuals who experience it. Phenomenological research helps answer profound questions that provide new insights into how administrators who are also students manage pressure and find balance in their daily tasks.

The participants in this study consisted of two active undergraduate students at UIN Maulana Malik Ibrahim Malang who were also administrators at Ma'had Ar-Razi. Participants were selected using purposive sampling, which is a technique of deliberate selection based on specific criteria relevant to the research objectives. The inclusion criteria included students in their third to seventh semesters from various departments who also served as musyrif/ah ma'had. Purposive sampling ensured that the selected participants had direct experience with the phenomenon being studied, so that the data obtained was more meaningful and relevant..

The research was conducted at the Ma'had Ar-Razi office on November 10 and 17, 2024. Data collection was conducted using a semi-structured interview guide designed with open-ended questions to explore participants' experiences in depth. Semi-structured interviews provide researchers with the flexibility to further explore issues that arise during the interview, while still adhering to the focus of the research. Some of the questions asked included: "How do you manage your time between college assignments and ma'had obligations?" and "What are the biggest challenges you face in carrying out this dual role?" These interviews provided participants with the opportunity to recount their experiences in detail, thereby providing a deeper understanding of the dynamics of self-regulation in their context. Participant demographic data can be seen in Table 1 below.

Table 1.
Participant Demographic Data

Initials	Age (years)	Level of Education	Semester	Graduate	Origin
E	19	Bachelor	3	Islamic boarding school	Malang
N	22	Bachelor	7	Islamic boarding school	Bojonegoro

b. Research Team

This research was conducted by a team of researchers consisting of three students from Maulana Malik Ibrahim State Islamic University Malang, who were trained in qualitative methodology. The researchers were involved in data collection, transcription, and thematic analysis. An experienced lecturer in qualitative research was also involved in data analysis and ensured that the research procedures were carried out carefully and in accordance with the appropriate methodological standards.

c. Data Analysis

The data collected from the interviews was analyzed using a qualitative analysis approach with three main stages, namely open coding, selective coding, and axial coding. In the first stage, open coding, the researcher broke down the data into the smallest meaningful units, without regard to larger categories. Once the initial codes were found, the next stage was selective coding, in which the researcher filtered and selected the codes that were most relevant and significant to the research focus. At this stage, the researcher grouped codes related to larger themes that reflected the overall experiences of the participants. The final stage was axial coding, which aimed to connect the codes and themes that had been categorized in a more structured manner. At this stage, the researcher traced the relationships between themes and sub-themes to identify more complex patterns in the data. The validity of the data is also strengthened by using data triangulation, which combines interviews with supporting documents, such as ma'had (attendance) journals and academic transcripts. This documentation helps to ensure that the analysis is not based solely on interviews, but also on other supporting data that describes the balance of participants in carrying out their dual roles.

3 Result

The self-regulation strategies employed by students play an important role in how they manage the pressures arising from various tasks, especially for those who have dual roles and additional responsibilities. This study identifies various themes and sub-themes related to time management, priority setting, social stress, adaptation, problem solving, as well as sources of motivation and external influences. Some of the main findings include keywords, subcategories, categories, and themes that describe students' self-regulation strategies in dealing with academic pressure and their responsibilities as ma'had administrators. Details are presented in Table 1.

Table 2.

Data Encoding

Subcategory	F	%	Category	F	%	Subtheme	F	%	Theme				
Time Management and Deadlines	8	14	Time Management and Responsibility	19	34	Time Management and Responsibility Sharing	25	45	Self-Regulation in Managing Academic Pressure and Ma'had Obligations				
Daily Routines and Responsibilities	8	14											
Musyrifah's duties and lectures	3	5											
Division of Tasks and Priorities	6	11	Division of Tasks and Priorities	6	11	Adaptation, Problem Solving, and Sources of Motivation	11	20					
Strategies for Overcoming Problems	5	9	Adaptation and Problem Solving	8	14								
Adaptation and Adjustment	3	5											
Motivational Factors	3	5	Motivational Factors	3	5								

Difficulties and fatigue	7	13							
Tension with Responsibility	4	7	Stress and Social Tension	14	25				
Tension with Friends	3	5				Social Stress and External Influences	20	36	
The Influence of External Factors	3	5	Social and Environmental Impact	6	11				
The Influence of Family	3	5							

a. Time Management and Responsibility Sharing

Self-regulation strategies in managing academic pressure and ma'had obligations include time management and responsibility as important aspects. Research findings show that there are 19 facts that describe time management and responsibility in self-regulation strategies for managing academic pressure and ma'had obligations. Individuals often have to carefully arrange their schedules to prepare for lectures amid their busy ma'had schedules. This time management involves determining priorities and meeting deadlines so that tasks can be completed properly. Daily routines, such as attending class schedules and managing student activities, are an important foundation for maintaining schedule stability. With careful planning, individuals are able to balance various activities without sacrificing the quality of their work. As stated by one of the subjects with the initials E:

“Before the call to prayer, you must be awake if it starts at half past six. If it starts at 8:10, after waking up the students, after morning activities, then you can take a shower; but if classes start at half past six, you have to do it that way, because later, if there is something like shobahul qur'an, like morning activities, I don't have time to take a shower. Basically, in the morning before dawn, I have to take a shower. (E.3)



Figure 1 Time management and responsibility sharing scheme

In addition, time management and division of responsibilities are key to the self-regulation of Ma'had administrators in overcoming academic pressure and Ma'had obligations. By setting priorities and carrying out consistent daily routines, they are able to complete Ma'had and academic tasks in a balanced manner. This routine includes dividing time for musyrifah tasks, lectures, and personal responsibilities. As expressed by participant E, *“Even though my schedule is packed, I can still balance college and Ma'had. It's a bit hectic, but in the end, I find myself more challenged to manage my time”* This is reflected in the participants' academic results, with good GPAs in their studies and regular attendance at ma'had activities. With a strategy of prioritization, time management, and discipline, Ma'had administrators can minimize stress without compromising the quality of their work..

Based on these findings, self-regulation strategies through time management and responsibility are effective solutions for managing the pressures of college assignments and Ma'had obligations. With the ability to carefully manage schedules and set priorities, individuals can complete various demands without sacrificing the quality of their work. Structured daily routines, such as waking up early and following a disciplined schedule of activities, help individuals make optimal use of their time. In addition, meeting deadlines is a crucial aspect of maintaining productivity and avoiding task accumulation. The division of responsibilities between Ma'had activities and lectures allows individuals to maintain a balance between their roles. Findings from subject E show that time discipline, such as showering before dawn to anticipate a busy schedule, reflects adaptive efforts to harmonize activities. Thus, a combination of time management, priority setting, and consistent daily routines helps individuals deal with pressure in a more organized and effective manner.

b. Adaptation, Problem Solving, and Sources of Motivation

An individual's ability to adapt and how they solve problems plays a role in how they regulate themselves. Research findings show that there are eight facts that describe adaptation and problem solving in self-regulation strategies in managing the pressures of college tasks and ma'had obligations. Strategies for overcoming problems that arise often involve adjusting to new situations and surroundings. In this process, individuals develop skills to recognize challenges, analyze their causes, and find appropriate solutions. Adaptation is carried out through changes in mindset or behavior in order to be more in tune with the conditions faced, such as learning new methods to complete tasks or building supportive relationships in social environments. Motivation also plays an important role in the success of this process. Motivated individuals tend to have greater resilience in facing difficulties and show a proactive attitude in finding solutions. In conclusion, adaptation and problem solving not only help individuals overcome obstacles, but also form an important basis for building better self-regulation in various situations.

Some strategies used by the informants were sticky notes to sort out which tasks they should prioritize, as stated by subject E.

“...Use sticky notes, put them next to where I sleep, so when I wake up I see them, so it's like... oh... Okay... so it's like the assignment from yesterday that's due today, then H+ how many, H+ how many, so I can relax first with this assignment, this one first, I can do that, so I wrote it on the sticky note, put it on the wall, so when I'm done, I can cross it off. Okay, done..” (E.27)

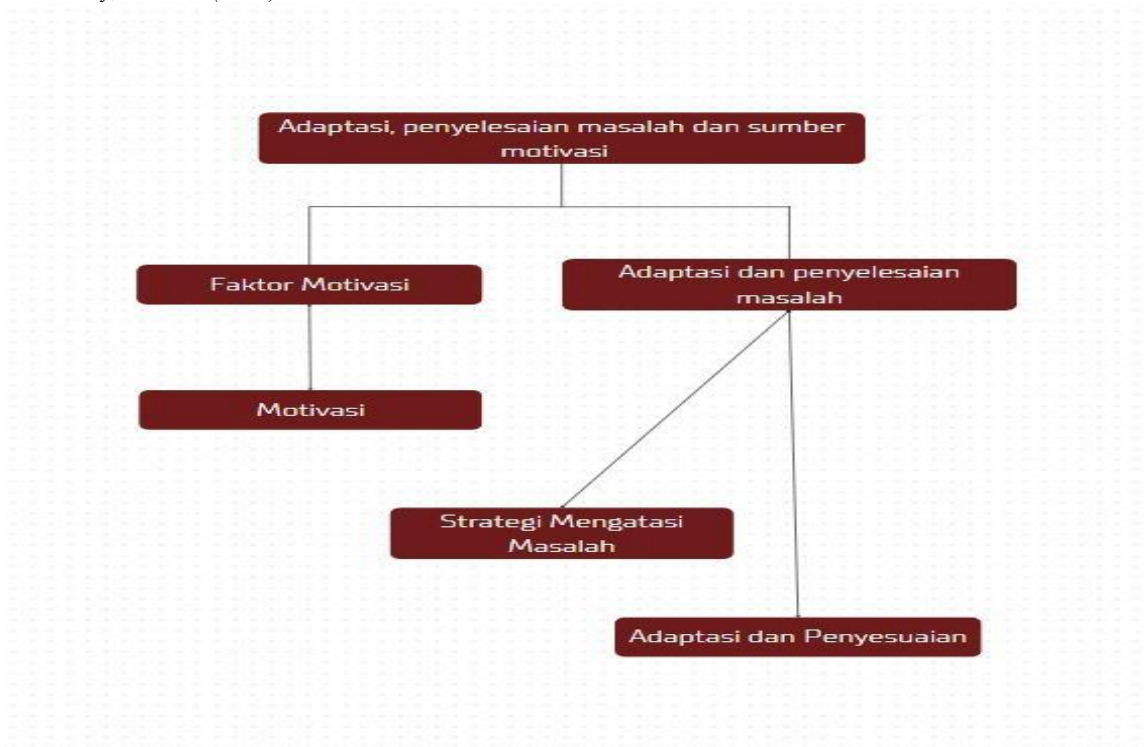


Figure 2 Schematic representation of adaptation, problem solving, and sources of motivation

Motivation arising from positive experiences in the ma'had environment plays an important role in helping boarding school administrators manage themselves in the face of academic pressures and boarding school obligations. The findings of this study show that boarding school administrators enjoy their time at the ma'had and find comfort in the daily routine and supportive environment. In addition, they feel grateful to carry out their role as musyrifah, which gives meaning and increases their sense of responsibility. This is as stated in the narrative document, participant E revealed that *“am very grateful to be able*

to become a musyrifah, which was my dream a year ago". This motivation is the main driver of self-regulation, enabling boarding school administrators to manage the pressures they face more effectively, both in completing academic tasks and fulfilling boarding school obligations.

Based on these findings, adaptability and problem-solving skills play an important role in building self-regulation among Ma'had administrators in dealing with academic pressures and organizational obligations. Adaptation allows individuals to adjust their mindset and behavior to the demands of complex situations, such as using new methods or reminder systems, such as sticky notes, to prioritize tasks. Problem solving is carried out through a process of recognizing challenges, analyzing their causes, and finding appropriate solutions so that individuals are able to overcome obstacles gradually. Strong motivation is a major supporting factor, helping individuals remain enthusiastic and proactive despite facing pressure. With this strategy, individuals can maintain productivity and avoid excessive task accumulation. Example E shows that with systematic prioritization, such as crossing off completed tasks, individuals are better able to manage their time and energy. Therefore, adaptation and problem solving are the basis for effectively creating role balance and improving self-regulation skills.

c. Sosial Social Stress and External Influences

Self-regulation strategies in managing academic pressure and ma'had obligations are greatly influenced by social and environmental factors. The findings show that there are six facts that describe the influence of social and environmental factors on self-regulation strategies in managing academic pressure and ma'had obligations. These findings indicate that external factors such as support from friends and guidance from kyai at the previous ma'had play an important role in maintaining individuals' enthusiasm to persevere and remain committed. Friends in the ma'had environment become a source of motivation and emotional support, helping individuals share the burden and find solutions together. Meanwhile, the guidance and advice of kyai from previous ma'hads often remain a moral compass that provides peace of mind and confidence in facing existing pressures. This support helps individuals maintain a balance between academic demands and ma'had obligations. As stated by one of the subjects with the initials E: :

"It's the same as what I said, but if you're busy with activities on campus, that's fine, but if you're tired, my advice is to really devote yourself to your studies, just focus on your studies. don't worry about anything else. If you've already left the dorm and want to stay somewhere else, I say don't rent a place, just stay somewhere else. Don't rent a place, I'll take care of it.." (E.30)

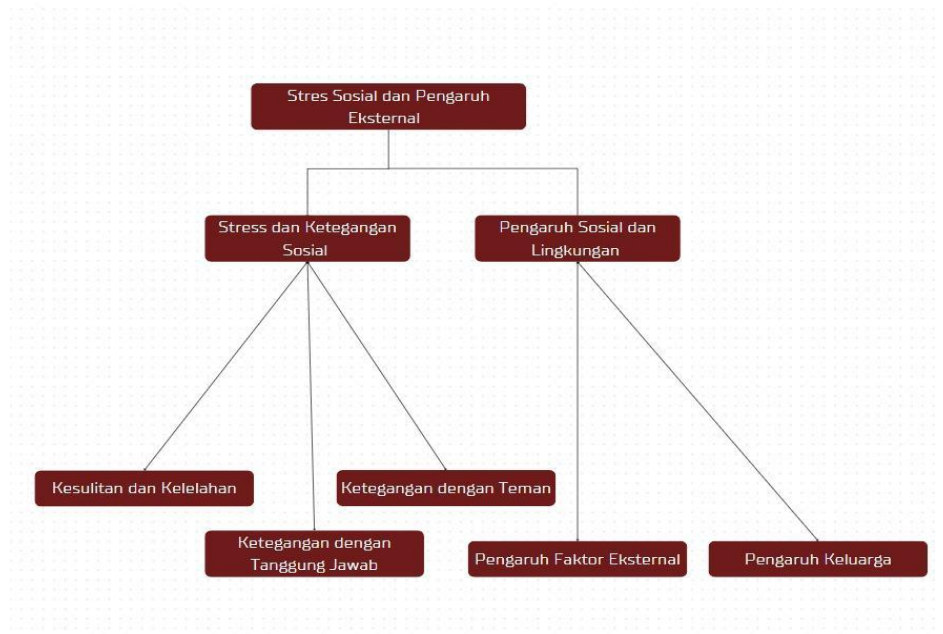


Figure 3 Schematic representation of social stress and external influences

Self-regulation strategies in managing academic pressure and ma'had obligations are often tested by the stress and social tension experienced by individuals. Research findings show that there are 14 symptoms that describe stress and social tension in self-regulation strategies in managing academic pressure and ma'had obligations. Difficulties and fatigue due to accumulated academic tasks, coupled with lack of sleep, are major challenges. These conditions often make it difficult for individuals to maintain concentration and energy. The heavy burden of responsibility, such as meeting academic demands and ma'had obligations, creates additional pressure that affects mental balance. In this situation, individuals tend to seek time management and prioritization strategies to reduce stress levels and maintain their performance. As stated by one of the subjects with the initials E:

"I'm tired, sis. When I'm tired, I steal time to sleep while doing chores. Usually, I fall asleep like that, stealing time. (E.13)

It can be concluded that social support and environmental influences play a crucial role in helping individuals manage academic pressure and Ma'had obligations. Support from peers is a source of emotional motivation that helps individuals feel that they are not alone in facing challenges. Sharing burdens and finding solutions together are effective strategies for reducing stress. In addition, guidance from kyai or moral authority figures

plays an important role in providing value guidance that helps individuals prioritize tasks and maintain their commitments. This advice often serves as a reminder to balance academic roles and obligations in the Ma'had environment. External factors such as social expectations and family pressure also pose challenges, but these can be managed through self-regulation strategies that involve setting priorities and understanding one's own limitations. With the right support, individuals are able to adapt and maintain a balance between academic and organizational responsibilities without losing focus on their long-term goals..

4 Discussion

This study reveals that self-regulation plays an important role in helping ma'had administrators cope with the pressures of their dual roles. Strategies such as time management, adaptation, problem solving, motivation, and social support are used to effectively manage academic and ma'had obligations. The results of this study highlight that time management is a key element that enables participants to balance their obligations with their busy schedules, while intrinsic motivation and social support strengthen their resilience in facing pressure. Challenges such as stress and social tension were successfully managed through emotional regulation and external support. Overall, these findings confirm that self-regulation serves as a main pillar in maintaining a balance between academic roles and ma'had duties..

Time management is a key strategy in self-regulation that allows participants to manage their academic and non-academic obligations. In Zimmerman's theory of self-regulation, he explains that time management is part of the performance control phase, in which individuals use specific strategies to monitor and adjust their actions in accordance with their desired goals. In this context, the use of sticky note to-do lists to prioritize tasks (E.27) and adjust class schedules with ma'had activities (N.58) allows participants to manage their time effectively even with tight deadlines. Previous research shows that self-regulation, particularly time management, contributes to time efficiency (Shaked & Altarac, 2022). In addition, increased productivity under high pressure supports better workload management (Delbari et al., 2020)..

In addition to time management, the ability to adapt to new situations and solve problems are also important components of self-regulation. Participants demonstrated the ability to recognize challenges and find appropriate solutions. As expressed by subject E, the use of new methods in completing tasks, such as prioritizing tasks, helped to complete tasks in an organized manner (E.27). In addition, the ability to adapt to new situations is also very necessary in dealing with various pressures in dual roles (E.22). Recent research confirms that the ability to adapt to new situations, including changing approaches to completing tasks, plays an important role in managing pressure (Yoneta Wamea & Nompo, 2024). Other studies have also found that flexibility in dynamically adjusting strategies helps individuals maintain academic performance even when faced with unexpected challenges (Calebs, 2022). This is in line with self-regulation, which allows

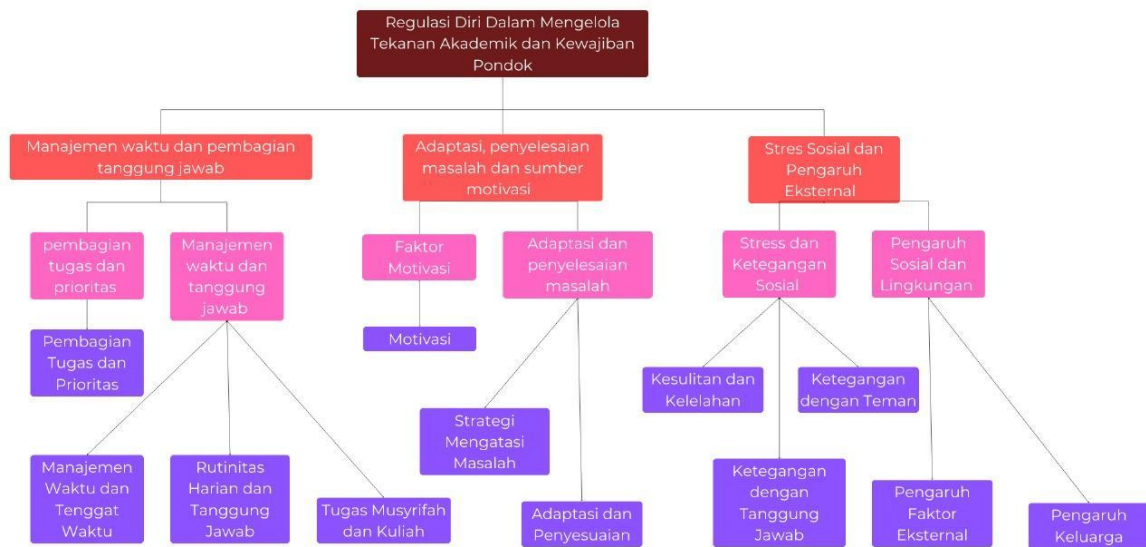
individuals to continuously adapt to existing demands, as experienced by the ma'had student administrators in this study.

Motivation and social support are important factors in strengthening self-regulation abilities. Based on Self-Determination Theory (Deci & Ryan, 1985), intrinsic motivation or internal desire to do something because of individual values or interests plays an important role in improving self-regulation. In this study, participants' motivation to maintain a balance between academic obligations and Ma'had became the main driver in coping with pressure. This is in line with one study that shows that intrinsic motivation plays an important role in the development of self-regulation, which is consistent with these findings (McAnally & Hagger, 2024). Participants also felt motivated by their roles at the ma'had and the emotional support from friends, family, and guidance from kyai/teachers, which strengthened their confidence in carrying out their dual roles (E.30; E.31). This is supported by studies showing that social support serves to reduce the negative effects of stress and motivate individuals to maintain their academic goals, which helps maintain a balance between academic roles and organizational obligations (Liaqat & Afzal, 2019; Mohamadi khanqa et al., 2024)..

Stress and social tension are challenges often faced by participants, especially due to high workloads and lack of rest time. However, they managed to resolve conflicts and maintain good social relationships, which helped reduce the negative effects of stress. Other studies confirm that emotional regulation strategies, such as cognitive restructuring and stress avoidance, play an important role in helping individuals stay focused on solutions and maintain emotional resilience in the face of pressure (Trudel-Fitzgerald et al., 2024; Zainab & Yoza, 2024)..

Overall, the findings of this study highlight the role of self-regulation as the main mechanism in helping ma'had student administrators cope with the pressures of dual roles. The strategies applied, such as time management, adaptation, motivation, and social support, reflect their ability to maintain a balance between academic and organizational roles. This study provides useful insights for educational institutions in designing mentoring programs that support students in optimally performing their dual roles. Furthermore, these results enrich the literature on self-regulation, particularly in the context of ma'had-based education, which has previously been limited in scientific studies.

Figure 1.
Complete Interpretation Scheme



5 Conclusion

This study reveals that self-regulation plays a central role in helping students who are also ma'had administrators to manage the pressures of their dual roles. Various self-regulation strategies, such as time management, task sharing, adaptation, and problem solving, are used to cope with academic pressures and ma'had obligations. Supporting factors such as intrinsic motivation and social support from friends, family, and the ma'had environment strengthen their self-regulation abilities. Time management strategies help students align their academic and non-academic schedules, while adaptability allows them to adjust their mindset and behavior to face challenges. However, academic pressure, fatigue, and social tension remain significant obstacles.

The findings of this study confirm that self-regulation is the main adaptive mechanism that helps ma'had administrators maintain a balance between academic and non-academic responsibilities. Self-regulation allows them to remain productive amid pressure, while maintaining emotional balance and performance. This study also provides practical insights for ma'had-based educational institutions to support the well-being of ma'had administrators through mentoring and self-regulation training programs. This demonstrates the importance of self-regulation as a skill that needs to be developed in the context of ma'had-based education, which demands a dual role from students.

6 Suggestion

Based on the findings of the study, it is recommended that ma'had institutions conduct self-regulation and time management training for ma'had administrators and provide counseling services to help them manage stress and pressure. Schedule flexibility can also be provided to reduce conflicts between academic tasks and ma'had obligations. Ma'had administrators are advised to utilize tools such as daily schedules or sticky notes to prioritize tasks, build good communication with friends, family, and mentors to gain social support, and increase awareness of the importance of balancing academic and non-academic tasks. Further research is expected to use a broader range of participants to explore various factors that influence self-regulation and examine the impact of institutional support on the effectiveness of student self-regulation.

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