

Self-motivated Learning Analysis: Study of Comparative Learning in Students Study Program Guidance for Islamic Counseling of UIN Suska Riau and UIN Imam Bonjol

Suhaimi Suhaimi¹, Mifathuddin Miftahuddin², Nurwita Nurwita³, M. Fahli Zatrahadi⁴, Darmawati Darmawati⁵, Istiqomah Istiqomah⁶

¹ Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; suhaimil@uin-suska.ac.id

² Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; miftahuddin@uin-suska.ac.id

³ Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; nurwita@gmail.com

⁴ Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; m.fahli.zatra.hadi@uin-suska.ac.id

⁵ Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; darmawati@uin-suska.ac.id

⁶ Universitas Islam Negeri Sulthan Syarif Kasim, Indonesia; Istiqomah@gmail.com

ARTICLE INFO

Keywords:

Islamic counseling guidance,
Self-motivated learning,
Learning strategies

Article history:

Received 2023-06-14

Revised 2023-09-27

Accepted 2023-12-28

ABSTRACT

This study has the potential to contribute significantly to understanding motivation in both institutions through a better understanding of self-motivated learning among students of the Islamic Counseling Guidance Study Program. Previous studies have explored the concept of self-motivated learning, but there are still research gaps that require further investigation by conducting comparative studies in two institutions. The purpose of this study is to answer how self-motivated learning is for students in the two institutions in the Islamic counseling guidance study program. Research methods use descriptive and qualitative methods. Analysis of data using Nvivo software The sample in this study was 22 people, including 2 lecturers and 20 other students from Uin Imam Bonjol and Uin Sultan Syarif Kasim. The research findings indicate that there is a shared comprehension among high-achieving students originating from renowned colleges in West Sumatra and Riau. The choice of counselling advice majors typically stems from parental influence, input from school teachers, or familial considerations. When it comes to developing self-motivation in learning, several factors should be taken into consideration. These include having well-defined objectives, being in a supportive atmosphere, following structured learning strategies, utilising effective learning techniques, ensuring adequate rest, fostering internal drive, maintaining a balance between different aspects of life, and seeking social support.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Suhaimi

Universitas Islam Negeri Sulthan Syarif Kasim; suhaimil@uin-suska.ac.id

1. INTRODUCTION

More and more students in college are expected to be independent learners who are intrinsically motivated to learn. Self-motivated learning, or learning driven by students' own intrinsic motivation and initiatives, is a relevant approach (Blauw & Leung, 2018; Cronin-Golomb & Bauer, 2023; Ismail et al., 2014;

Mackinnon et al., 2015). In the context of Islamic Counseling Guidance Prodi, self-motivational learning is essential for the development of skills, knowledge, and competencies applicable to the field of guidance and counseling.

Self-motivation learning refers to the psychological state in which students take action to advance their own goals. Self-motivation learning is a situation in which people can motivate themselves to perform certain tasks that are useful in achieving a goal (Amadi & Ogbuaji, 2022; Zimmerman, 2002). Self-motivational learning refers to the psychological state in which students take action to advance their own goals. Self-motivational learning is a situation in which people can motivate themselves to perform certain tasks that are useful in achieving a goal (Higgins et al., 2021; Mackinnon et al., 2015; Tuckman & Sexton, 1992).

In addition, this study will test the self-motivational learning strategies used by students in both institutions. The identification of these strategies will explain how students motivate themselves to study, how they manage their time and resources, and how they overcome potential obstacles during the learning process (Aulia & Armiami, 2019; Rachmaningtyas & Khoirunnisa, 2022). The potential to contribute significantly to the development of more effective learning strategies in both institutions through a better understanding of self-motivated learning among students of the Islamic Counseling Guidance Study Program. Research findings can be used to improve students' self-learning strategies and learning motivation, as well as provide a strong foundation for the development of a curriculum that is more responsive to students' needs.

However, little research has been done in the context of the Islamic Counseling Guidance Study Program to analyze self-motivation (Akbar & Anggaraeni, 2017; Rachmawati, 2010; Yuliana, 2019; Zamnah & Ruswana, 2018). The comparison of students at two institutions, namely UIN Suska Riau and UIN Imam Bonjol, received little attention. This type of research will improve our understanding of the factors affecting student learning motivation and the self-motivated learning strategies used in the Islamic Counseling Guidance Study Program.

The purpose of this study is to answer how self-motivated learning is for students in the two institutions in the Islamic counseling guidance study program. The reason this research is being conducted is because self-motivated learning and learning outcomes are still widely studied themes. This is evidenced by the search for the topic's keyword in Scopus.

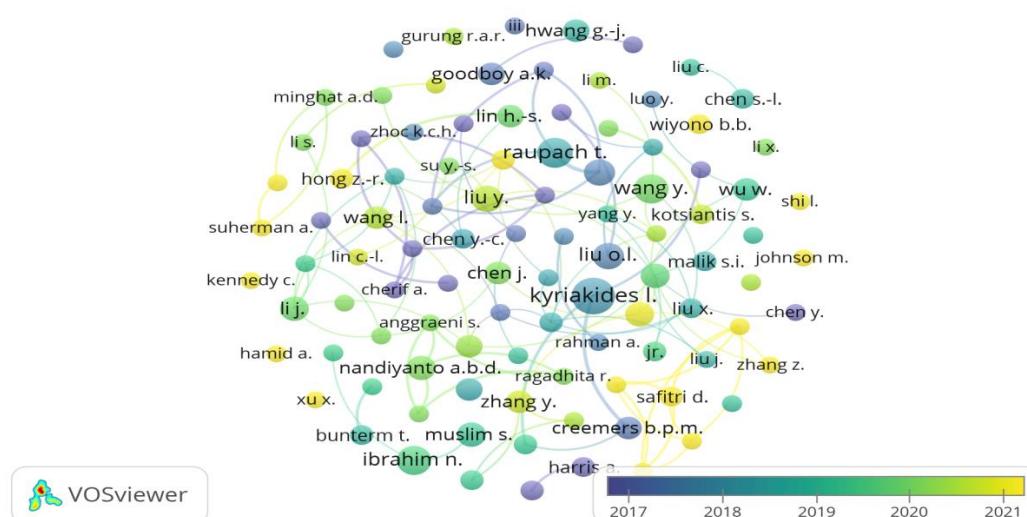


Figure 1. Visualization of network authority in research learning outcomes

Based on figure 1 above, the visualization obtained through VOSviewer shows that many researchers still write about self-motivated learning, which will be a topic of discussion until 2022. Thus,

this study is important because it can provide the latest knowledge about self-motivated learning as well as learning outcomes.

2. METHODS

A comparative study a research methodology employed to examine and contrast two or more distinct groups or conditions in order to discern disparities, resemblances, or patterns of associations among them.

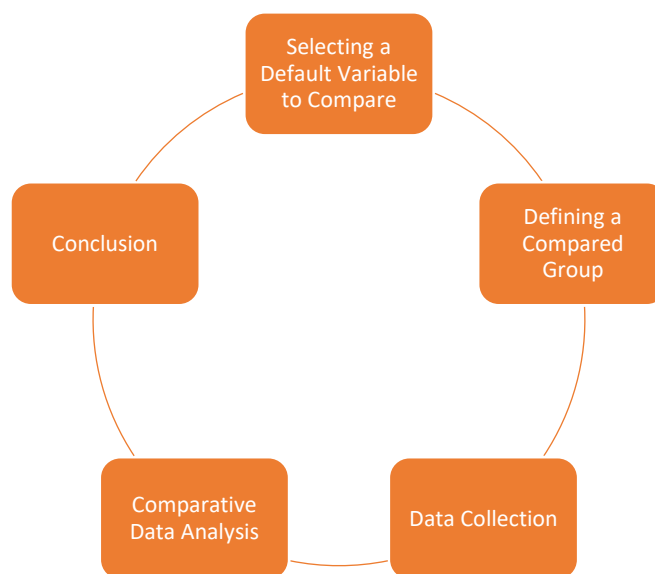


Figure 2. Research design

2.1 Defining a Compared Group

The primary variable under investigation in this study is the comparative analysis of students' desire for self-directed learning across two distinct universities. Interviews are conducted to obtain information because asking the individual's impressions, ideas, opinions, and feelings about a phenomenon, event, truth, or reality is important (Raco, 2018). Implementation of semi-structured interviews in research. Semi-structured interviews, which can be conducted more freely than structured interviews and have the goal of identifying larger and more open issues related to informants' opinions and ideas (Sugiyono, 2008).

The primary purpose of utilizing interviews is to acquire comprehensive understanding regarding the motivation of students in engaging in self-study. Interviews provide an opportunity to delve into many dimensions of learning motivation, such as personal experiences, perceptions, and influential variables, in greater depth compared to surveys or questionnaires. Here's a biographical analysis of the informant:

Table 1. Informant List

No	Name/Initial	Gender	Semester	College
1.	AA	P	4	Uin Imam Bonjol
2.	B	P	4	Uin Imam Bonjol
3.	C	P	8	Uin Imam Bonjol
4.	D	L	4	Uin Imam Bonjol
5.	E	P	6	Uin Imam Bonjol
6.	F	L	4	Uin Imam Bonjol
7.	G	L	4	Uin Imam Bonjol
8.	H	L	8	Uin Imam Bonjol
9.	I	L	6	Uin Imam Bonjol
10.	J	P	4	Uin Imam Bonjol
11.	Lecturer	L	Lecturer	Uin Imam Bonjol
12.	RT	P	4	Uin Sultan Syarif
13.	FS	L	4	Uin Sultan Syarif
14.	MJ	P	4	Uin Sultan Syarif
15.	RH	P	4	Uin Sultan Syarif
16.	BN	L	4	Uin Sultan Syarif
17.	EN	L	4	Uin Sultan Syarif
18.	KA	P	4	Uin Sultan Syarif
19.	NT	P	4	Uin Sultan Syarif
20.	HM	L	4	Uin Sultan Syarif
21.	FD	L	4	Uin Sultan Syarif
22.	Lecturer	P	Lecturer	Uin Sultan Syarif

Based on Table 1, it can be seen that there are 22 informants each from Uin Sultan Syarif Kasim Riau and Uin Imam Bonjol. Each university takes one lecturer as additional data required in the study. Uin Imam Bonjol was determined to have as many as 10 students, including 5 men and 5 women. Six of them were still in the fourth semester, namely AA, B, D, F, G, and J. The other two, E and I, are in the sixth semester. Then, two people in the 8th semester are C and H. And one Uin Imam Bonjol lecturer. Furthermore, there were 10 students and one lecturer from Uin Sultan Syarif Kasim. Each student is divided into 5 boys and 5 girls. In this case, all students are currently in semester 4. Meanwhile, one lecturer at UIN Suska.

2.2 Comparative Data analysis

Data analysis is the systematic arrangement of materials from interviews, followed by the interpretation and creation of new ideas, theories, or concepts (Arikunto, 2010). The data analysis technique in this study is phenomenological data analysis to support research using Nvivo 12. Tom Richards invented the Nvivo program, which was later developed by Qualitative Solutions and Research (QSR) International (Cope, 2014). Researchers use Nvivo software to carry out more precise data analysis. Nvivo's software helps researchers analyze qualitative data from sources such as images, diagrams, audio, web pages, and other documents (Brandoo, 2015). The steps in data analysis techniques are data description, data presentation, and conclusion/verification withdrawal.

NVivo enables researchers to effectively store and organize data in various formats, such as textual information, visual representations, and auditory content. This approach proves particularly advantageous in situations where researchers are confronted with a substantial volume of data that necessitates analysis. In addition to its core functionalities, NVivo offers data visualization capabilities that facilitate the depiction of findings through graphical or diagrammatic representations, hence

enhancing comprehension and interpretability. The primary variable under investigation in this study is the comparative analysis of student desire for self-directed learning across two distinct universities.

3. FINDINGS AND DISCUSSION

Based on Figure 3, it is a form of coding done through Nvivo software. It can be understood that the motivational theme in choosing a major gives birth to five sub-themes of kebabali that we will discuss in more detail. The five sub-themes include interest in guidance and counseling, concern for psychological and spiritual well-being, interest in understanding and addressing individual problems, broad career opportunities, and religious and social values. The following is explained by sub-themes.

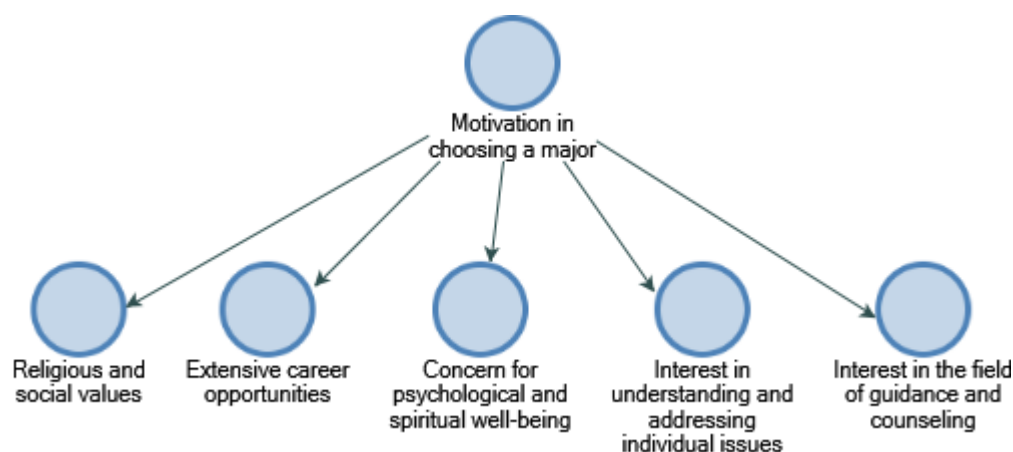


Figure 3: Motivation network in choosing a major

Interest in the field of guidance and counseling: The discipline of guidance and counseling focuses on helping individuals overcome obstacles and realize their full potential. Those who have a desire to help others and an interest in human psychological and emotional aspects may be interested in learning and working in this discipline (Anwar, 2019; Bastomi, 2017; Bukhori, 2014; Supriatna & Budiman, 2009). As stated by the informant who said that:

"After entering the Islamic Counseling Guidance Department, I became fond of psychology" (I)

"Now I'm into psychology" (J)

"More interested in learning about mental health" (MJ)

Concern for psychological and spiritual well-being: The Islamic Counseling Guidance Study Program incorporates psychological aspects and approaches based on Islamic religious principles. Those concerned with the psychological and spiritual well-being of individuals in the Islamic context may be interested in learning and applying these principles in guidance and counseling (Muzaki & Saputra, 2019).

"Well, I like Qur'an lessons because when I study counseling, there is a connection to verses to heal the mentally ill, sir." (F)

"Qur'an counseling, sir, because in this lecture we are taught how to be a motivational counselor who can relate to the verses of the Qur'an, sir" (D)

Interest in understanding and addressing individual issues: Islamic counseling guidance provides the foundation of practical knowledge and skills to recognize, understand, and resolve individual problems in the context of Islamic religion and culture (Anwar, 2019; Bastomi, 2017; Bukhori,

2014). This study program is interesting for students who want to help others with personal, family, or social problems.

Extensive career opportunities: Graduates of the Islamic Counseling Guidance Study Program can pursue careers in educational institutions, counseling institutions, mental health clinics, religious organizations, and as self-help counselors. These diverse career choices can be a factor in a person's decision to enroll in the program, as they can anticipate a relevant and beneficial position (Anwar, 2019; Bastomi, 2017).

Religious and social values: One's religious and social values can also affect the selection of Islamic counseling and guidance programs (Afnilaswati et al., 2021). This study program may appeal to a person with a strong commitment to Islam and a desire to apply religious principles to help others. In addition, they can see the field of guidance and counseling as an opportunity to have a positive impact on the community.

In Nvivo's coding results, there are eight sub-themes that will explain the theme of increasing students' learning motivation. The eight themes include setting clear goals, creating a supportive environment, creating a structured learning plan, taking enough rest, finding effective learning methods, finding internal motivation, maintaining balance and well-being, and finding social support. Below is an overview of the themes associated with the subthemes that have been discovered.

Set a Clear Goal: Setting specific and measurable goals helps in directing and focusing learning. A clear goal increases the motivation to achieve it. Each student has a unique preference and approach to prioritizing tasks and self-learning (Ismayanti & Wahyuddin, 2021). Therefore, it is important for educators to understand the needs and preferences of individual students, as well as help them develop effective strategies to manage time and cope with difficult tasks.

"If I'm always doing the easy thing first, then do the hard job" (FS)

"Yes, I'm trying to schedule which tasks are collected first, and yes, I'll do them first" (AA)

Create a Supportive Environment: Creating an environment conducive to learning can increase motivation. Ensure that the study area is free from distractions and equipped with necessary materials, such as books, stationery, and electronic devices. This can already be done by students at Uin Suska, but some of the exposure from Uin Imam Bonjol students is limited, such as:

"Well, the problem is that our college is far from the city, sir. So rich. Learning feels different. This is because the college has just moved here and needs to adjust to the rural atmosphere" (B)

"We're a long way from the city, so it's a little uncomfortable here" (FD)

Conditional learning environment factors play an important role in improving student motivation (Zahro & Navisa, 2022). In a good learning environment, students can focus and avoid distractions that can hinder productivity. Effective learning schedule arrangements can also help students maximize available learning time and overcome environmental constraints (Yuangga & Sunarsi, 2020).

Create a Structured Learning Plan: Planning study time and making regular schedules improve regularity and discipline in academic activities. Students can allocate time to various subjects or learning topics by creating structured plans.

"I love mapping, so my activities can be well organized and I know what to do first" (HM)

Structured learning plans help optimize available learning time (Ulfa & Saifuddin, 2018). By allocating the right time for each subject or topic, students can ensure that they have sufficient time to study and understand the material thoroughly. In addition, they can also avoid overlapping or conflicting study schedules with other activities.

Find an Effective Learning Method: Each individual has a unique preferred learning method. Experimenting with various learning techniques, such as reading, taking notes, group discussions, and digital media, can help students find the most effective and interesting methods (Miftahuddin, 2022).

"I prefer to study with friends because I can ask them if there's anything I don't understand, sir" (C)

"While I can do it myself I do it but if it's hard to do it with a friend" (EN)

"I'm learning to like visualization, sir. I think it makes it easier for me to understand the lesson" (E)

To achieve optimal learning success, it is important for individuals to find learning methods that match their preferences and learning styles (Rambe & Yarni, 2019; Sari, 2019). Experimenting with various learning techniques, such as reading, recording, group discussion, and digital media, is highly recommended. By trying various methods, individuals can find the most effective and interesting approach for them to deepen their understanding and optimize the learning process. Through understanding individual learning preferences, educational institutions and educators can provide appropriate support and facilitate better learning skill development. Effective learning methods will help improve individual learning motivation, involvement, and outcomes, thus promoting success in the education process (Setiawan & Masitah, 2017).

Take Sufficient Rest: It is important to schedule sufficient rest time between study sessions to maintain balance and mental fitness. Taking a break helps reduce fatigue and increase concentration when studying again.

"When I'm tired, sir, I play my phone" (B)

"Yes, I'll rest later while chatting with a friend or playing a cell phone game, Scrolltiktok" (BN)

"I sleep with my friends at most" (NT)

Resting in the form of sleeping or engaging in activities with friends can have an energy refreshment and recovery effect for college students. Quality rest allows the brain and body to recover and be ready for the rest of their study time. Strong rest helps reduce physical and mental fatigue, restore concentration, and improve learning productivity and effectiveness (Setyoningsih, 2015). In this case, it is important for individuals to understand their own rest needs and choose beneficial and enjoyable activities during rest.

Find Internal Motivation: Identify the reasons why learning is important to you. Find the long-term satisfaction and benefits that learning can provide. Concentrating on personal achievement and self-development can increase internal motivation.

"If I remember, the parents worked hard for me, sir" (KA)

"self-correct from previous values, which do not drop and must be higher" (I)

Maintain Balance and Welfare: Maintain balance between academic and extracurricular activities. Participating in sports, arts, or social activities can increase learning motivation and provide positive energy. Also consider aspects of physical and mental health, such as adequate rest, nutritious food intake, and stress management. Maintaining sufficient rest patterns, consuming nutritious food, and managing stress are important factors in maintaining well-being. Sufficient rest gives the brain and body time to recover, thus improving concentration and memory. The consumption of nutritious food provides the necessary fuel for optimal brain function. Meanwhile, effective stress management helps reduce pressure and improve the ability to deal with academic challenges (Uloli & Supiadi, 2019).

Find Social Support: Motivation can be improved by seeking support from friends, family, or mentors. When motivation is low, they can provide moral support, share knowledge, or encourage.

"I'll call my parents at home so I can return to my study mood" (FS)

"Sometimes from a lecturer, from a friend, from a parent: Sir, yes, I want to have many friends" (E)

Social support for maintaining learning motivation is important (Dwiyanti & Edianti, 2020). Building a positive social network, whether among peers, faculty, or family, can have a positive impact on motivation and learning outcomes. Educational institutions can facilitate the creation of supportive environments, such as mentoring programs or study groups, that allow students to support each other and share experiences.

The coding results use Nvivo software, a theme that overcomes perceived constraints to elicit motivation to grow several sub-themes. These sub-themes include low goals and clear plans, fatigue or saturation, a lack of learning skills and strategies, personal challenges, unsupportable learning environments, minimal social support, and low interest and relevance.

Lack of Interest and Relevance: Learning motivation may decrease when an individual is less interested in material or feels a decision between material, purpose, and interest. Lack of significance and relevance can hinder the desire to learn and lead to low motivation.

"If the professor is good at explaining, we're happy to learn. But there are lecturers who don't explain well, so they don't understand the lesson" (F)

"There are some subjects in which I lack interest, sir" (RH)

This suggests that it is important for lecturers and educational institutions to create an environment that supports interest and relevance in learning. Integrating real contexts, practical examples, or real-life applications into learning materials can help increase a sense of relevance and interest. Lecturers also need to pay attention to the quality of their teaching, provide clear explanations, present materials in an interesting way, and present students' active involvement in the learning process (Ulfa & Saifuddin, 2018).

Lack of Social Support: When a person feels less supported by his or her social environment—such as friends, family, or classmates—learning motivation can suffer. Lack of social support can lead to feelings of alienation or despair, which can hinder motivation and involvement in the learning process.

"Yes, I am currently hampered by the lack of support from my parents. We're rich, and we've had a lot of thoughts on campus, but sometimes the parents tell us that it's really stressful." (RT)

"Fewer friends of mine, sir, so we can get their insight" (J)

Increased social support in the learning environment can help build higher learning motivation (Mufliah & Savira, 2021). Social support can encourage individuals to remain motivated, share knowledge, and interact in a positive environment (Rokhimah, 2014). With adequate social support, individuals can feel more motivated and involved in the learning process, increasing their chances of academic success and personal development.

Unsupportive Learning Environments: Inadequate learning environments, such as unconditioned spaces, excessive distractions, or a lack of resources, may hinder learning motivation. An unfriendly environment can hinder concentration and create physical or mental barriers to learning. Steps can be taken to improve the conditions of the study room, such as creating a quiet, comfortable, and well-organized space. Educational institutions can also play a role in creating a supportive learning environment (Afifatu, 2019). This includes the provision of adequate facilities, attention to student needs, and the development of policies that create a positive learning environment. With a supportive learning environment, individuals are more likely to feel motivated, focused, and involved in the learning process. This will help improve learning effectiveness and overall academic achievement.

Personal Challenges: Personal obstacles, such as health problems, anxiety, tension, or feelings of inferiority, can hinder learning motivation. When a person has such difficulties, his or her focus and energy for learning can be impaired, resulting in a decrease in learning motivation.

"It's more about myself; especially when you're playing your cell phone, you won't remember studying" (D)

"Yes, myself, sir, because sometimes it can't be changed" (FS)

Educational institutions also have an important role in providing support and resources to overcome personal challenges. They can provide health care and counseling (Mustakim & Saberan, 2019), it adopts a pedagogical approach that supports students' needs individually and creates an environment that promotes mental and emotional well-being. By overcoming personal challenges, individuals will be more likely to develop and maintain high learning motivation. This will have a positive impact on their involvement in learning, academic achievement, and overall personal development.

Fatigue or Adjacency: Heavy tuition, tight schedules, or other demands can cause fatigue or burnout, which can lower learning motivation. When a person is physically or mentally exhausted, their motivation to continue learning and engage in learning may decrease. Some of the factors that can cause fatigue or saturation are too heavy a lecture burden, tight schedules, a lack of sufficient rest time, or a lack of support in dealing with academic demands (B & Hamzah, 2020). In addition, feelings of monotony or loss of interest in learning materials can also contribute to a sense of fullness and a decrease in learning motivation. In overcoming fatigue or saturation, it is important for individuals to maintain a balance between academic burden and personal needs. These include maintaining a regular sleep pattern, setting an effective and organized study schedule, and taking enough rest time to recover physical and mental energy. In addition, it is also important to seek support from friends, family, or mentors in the face of academic pressure and develop healthy self-care habits, such as exercising, meditating, or doing preferred activities.

Lack of Clear Goals and Plans: When a person lacks clear goals and a structured learning plan, their motivation for learning may be reduced (Blauw & Leung, 2018; Rachmawati, 2010; Werner & Girnat, 2020). Lack of knowledge about the direction or action that will be taken can lead to confusion or uncertainty, which can block motivation.

All students, either from Uin Imam Bonjol or Uin Sultan Syarif Kasim, have the same pattern: the selection of counseling and guidance majors comes from parents, school teachers, or family. Then, in growing self-motivated in learning, there need to be some things to be noticed, such as clear goals, supportive environments, structured learning plans, effective learning methods, sufficient rest, internal motivation, maintaining balance and well-being, and social support. To improve students' learning motivation, it is necessary to pay attention to some important things. First, clear goals help students focus on learning activities.

Furthermore, supportive environments, such as good learning facilities free from distractions, also play a role in improving motivation. Structured learning plans provide a time frame and material that needs to be studied, which helps students stay organized. In addition, effective learning methods, such as visualization, group discussion, or the use of digital media, can help students find the best way to learn according to their learning style. Sufficient rest, internal motivation, maintaining balance and well-being, and social support also contribute to maintaining learning motivation. Likewise, lecturers who also have to cultivate their student motivation encouragement with things such as giving inspiration to students, providing clear learning plans, advising students according to their needs, participating in student discussions, providing learning resources, or being a mentor encourage students to be able to reflect Siri, and then the lecturer can give students a good evaluation.

Lecturers play an important role in fostering students' learning motivation. Lecturers can inspire students through their experience, knowledge, and dedication to the field of study. Providing a clear study plan helps students understand the material to be learned and the goals to be achieved. In addition, lecturers can provide advice and guidance that fits students' needs to overcome obstacles in learning. Engaging in discussions with students helps promote active participation and critical thinking. Providing learning resources, such as reference books or online materials, also helps students broaden their understanding. Lecturers can also act as mentors, providing academic guidance and moral support to students. In addition, providing constructive evaluation and good feedback helps students see their development and encourages ongoing learning motivation.

4. CONCLUSION

Both students and lecturers have a mutually supportive role in creating a positive learning environment. Students need to pay attention to personal factors such as internal motivation, balance, and well-being, as well as social support, to achieve success in learning. On the other hand, lecturers have an important role in fostering students' learning motivation through inspiration, structured learning plans, relevant suggestions, and being mentors who provide constructive evaluations. Students need to pay attention to supportive personal and environmental factors, while lecturers have a role in providing motivation, encouragement, guidance, and the resources needed. With cooperation between students and lecturers, an optimal learning environment can be created so that students can achieve good academic achievement.

REFERENCES

- Afifatu, R. (2019). Efektivitas Pembelajaran. *Jurnal Pendidikan Anak Usia Dini*, 9(1), 16.
- Akbar, M. F., & Anggaraeni, F. D. (2017). Teknologi dalam pendidikan: Literasi digital dan self-directed learning pada mahasiswa skripsi. *Indigenous: Jurnal Ilmiah Psikologi*, 2(1).
- Amadi, F. N., & Ogbuoji, S. N. (2022). Role of Motivation in Learning Habit of a School Child. *Journal of Educational Research & Development*, 5(1).
- Anwar, M. F. (2019). *Landasan Bimbingan dan Konseling Islam*. Deepublish.
- Arikunto, S. (2010). *Metode penelitian*. Jakarta: Rineka Cipta.
- Aulia, Z., & Armiati, A. (2019). Pengaruh Kemandirian Belajar dan Persepsi Siswa Tentang Metode Mengajar Guru Terhadap Hasil Belajar Siswa Kelas X Pada Mata Pelajaran Administrasi Umum di SMK Negeri 1 Padang Panjang. *Jurnal Ecogen*, 2(4), 811–821.
- B, H., & Hamzah, R. (2020). Faktor-Faktor Yang Berhubungan Dengan Tingkat Stres Akademik Pada Mahasiswa Stikes Graha Medika. *Indonesian Journal for Health Sciences*, 4(2), 59. <https://doi.org/10.24269/ijhs.v4i2.2641>
- Bastomi, H. (2017). Menuju Bimbingan Konseling Islami. *KONSELING EDUKASI" Journal of Guidance and Counseling*, 1(1).
- Blauw, F. F., & Leung, W. S. (2018). ForenCity: a playground for self-motivated learning in computer forensics. *Information Security Education—Towards a Cybersecure Society: 11th IFIP WG 11.8 World Conference, WISE 11, Held at the 24th IFIP World Computer Congress, WCC 2018, Poznan, Poland, September 18–20, 2018, Proceedings 11*, 15–27.
- Brandão, C. (2015). P. Bazeley and K. Jackson, *Qualitative Data Analysis with NVivo* (2nd ed.) . *Qualitative Research in Psychology*, 12(4), 492–494. <https://doi.org/10.1080/14780887.2014.992750>
- Bukhori, B. (2014). Dakwah Melalui Bimbingan dan Konseling Islam. *Jurnal Konseling Religi*, 5(1), 1–18.
- Cope, D. G. (2014). Computer-assisted qualitative data analysis software. *Oncology Nursing Forum*, 41(3).
- Cronin-Golomb, L. M., & Bauer, P. J. (2023). Self-motivated and directed learning across the lifespan. *Acta Psychologica*, 232, 103816.
- Dwiyanti, N., & Ediati, A. (2020). Hubungan antara dukungan sosial keluarga dengan motivasi belajar

- siswa SMA N 1 Batangan Kabupaten Pati. *Jurnal Empati*, 7(2), 647–653.
- Higgins, N. L., Frankland, S., & Rathner, J. A. (2021). Self-Regulated Learning in Undergraduate Science. *International Journal of Innovation in Science and Mathematics Education*, 29(1), 58–70. <https://doi.org/10.30722/IJISME.29.01.005>
- Ismail, H., Merrick, K., & Barlow, M. (2014). Self-motivated learning of achievement and maintenance tasks for non-player characters in computer games. *2014 IEEE Symposium on Computational Intelligence for Human-like Intelligence (CIHLI)*, 1–8.
- Ismayanti, M., & Wahyuddin. (2021). Preferensi Dan Pengalaman Mahasiswa Dalam Menggunakan Media Pembelajaran Online Di Masa Pandemi. *Jurnal Pendidikan*, 22(2), 77–90. <https://doi.org/10.33830/jp.v22i2.1823.2021>
- Mackinnon, R. J., Stoeter, R., Doherty, C., Fullwood, C., Cheng, A., Nadkarni, V., Stenfors-Hayes, T., & Chang, T. P. (2015). Self-motivated learning with gamification improves infant CPR performance, a randomised controlled trial. *BMJ Simulation and Technology Enhanced Learning*, 1(3), 71–76. <https://doi.org/10.1136/bmjstel-2015-000061>
- Miftahuddin Miftahuddin, Suhaimi Suhaimi, M. Fahli Zatrachadi, Darmawati Darmawati, I. I. (2022). Prokrastinasi akademik pembelajaran online dan perbedaan gender pada mahasiswa di provinsi Riau. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(2), 137–146. <https://doi.org/doi.org/10.29210/1202222390>
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Muflihah, L., & Savira, S. I. (2021). Pengaruh persepsi dukungan sosial terhadap burnout akademik selama pandemi. *Jurnal Penelitian Psikologi Mahasiswa*, 8(02), 201–2011.
- Mustakim, & Saberan, R. (2019). Penerapan Manajemen Berbasis Sekolah. *STILISTIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 4(1), 122–131. <https://doi.org/10.33654/sti.v4i1.973>
- Rachmaningtyas, A. T., & Khoirunnisa, R. N. (2022). Hubungan Antara Dukungan Sosial Teman Sebaya Dan Self-Regulated Learning Pada Mahasiswa Tahun Pertama Di Masa Pandemi Covid-19. *Character: Jurnal Penelitian Psikologi*, 9(1), 34–45.
- Rachmawati, D. O. (2010). Penerapan model self-directed learning untuk meningkatkan hasil belajar dan kemandirian belajar mahasiswa. *Jurnal Pendidikan Dan Pengajaran*, 43(3).
- Raco, J. (2018). *Metode penelitian kualitatif: jenis, karakteristik dan keunggulannya*.
- Rambe, M. S., & Yarni, N. (2019). Pengaruh Gaya Belajar Visual, Auditorial, Dan Kinestetik Terhadap Prestasi Belajar Siswa Sma Dian Andalas Padang. *Jurnal Review Pendidikan Dan Pengajaran*, 2(2), 291–296. <https://doi.org/10.31004/jrpp.v2i2.486>
- Rokhimah, S. (2014). Pengaruh dukungan sosial dan efikasi diri terhadap minat melanjutkan pendidikan ke perguruan tinggi pada siswa SMA Negeri 1 Tenggarong Seberang. *Psikoborneo: Jurnal Ilmiah Psikologi*, 2(3).
- Sari, P. (2019). Analisis Terhadap Kerucut Pengalaman Edgar Dale Dan Keragaman Dalam Memilih Media. *Jurnal Manajemen Pendidikan*, 1(1), 42–57.
- Schmidt-Jones, C. A. (2020). The promise and challenge of online action research: Notes from a study of self-motivated online music learners. *Action Research*, 18(3), 372–386.
- Setiawan, H. R., & Masitah, W. (2017). Meningkatkan Motivasi Dan Hasil Belajar Mahasiswa Melalui Model Pembelajaran Kooperatif Group Investigation Pada Mata Kuliah Psikologi Pendidikan Di Program Studi Pendidikan Agama Islam Fai Umsu 2016-2017. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 9(1), 47–67.
- Setyoningsih, G. (2015). Konsep Ergonomi untuk Mengatasi Kelelahan Kerja. *Jurnal Ilmiah WUNY*, 17(3).
- Sugiyono. (2008). *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta.
- Supriatna, M., & Budiman, N. (2009). Bimbingan karier di smk. *Dalam E-Book*, 1–72.
- Tuckman, B. W., & Sexton, T. L. (1992). Self-believers are self-motivated; self-doubters are not. *Personality and Individual Differences*, 13(4), 425–428. [https://doi.org/10.1016/0191-8869\(92\)90070-6](https://doi.org/10.1016/0191-8869(92)90070-6)
- Ulfa, M., & Saifuddin, S. (2018). Terampil Memilih Dan Menggunakan Metode Pembelajaran. *Suhuf*,

- 30(1), 35–56. <https://journals.ums.ac.id/index.php/suhuf/article/view/6721>
- Uloli, D. R., & Supiadi, E. (2019). Manajemen Stres Petugas Lembaga Pemasarakatan Kelas Ii A Subang. *Jurnal Ilmiah Rehabilitasi Sosial (Rehsos)*, 1(1).
- Werner, C., & Girnat, B. (2020). Towards Self-motivated Learning in Computer Science Education: Results of a Questionnaire Study. *Proceedings of the 2020 ACM Conference on Innovation and Technology in Computer Science Education*, 26–32.
- Yuangga, K. D., & Sunarsi, D. (2020). Pengembangan Media Dan Strategi Pembelajaran Untuk Mengatasi Permasalahan Pembelajaran Jarak Jauh Di Pandemi Covid- 19. *Jurnal Guru Kita PGSD*, 4(3), 51–58. <https://jurnal.unimed.ac.id/2012/index.php/jgkp/article/view/19472>
- Yuliana, N. (2019). Metode Pembelajaran Berbasis Belajar Mandiri (Self Directed Learning) Pada Pendidikan Keperawatan: A Literature Review. *Indonesian Journal on Medical Science*, 6(1).
- Zahro, I. F., & Navisa, D. M. (2022). Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Anak Di Sd Nurul Hikmah Babat. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(1), 128. <https://doi.org/10.31602/jmbkan.v8i1.6627>
- Zannah, L. N., & Ruswana, A. M. (2018). Penerapan Model Pembelajaran Self-Directed Learning untuk Meningkatkan Kemampuan Pemahaman Matematis Mahasiswa. *Jurnal Pendidikan Matematika Indonesia*, 3(2), 52.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2