

The Effect of Self Regulated Learning on Academic Boredom of Student at SMP Muhammadiyah 9 Boarding School Tanggulangin

Widiyanti¹, Ghozali Rusyid Affandi²

^{1,2}University of Muhammadiyah Sidoarjo, Indonesia



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ABSTRACT

Objective: This study aims to examine the influence of self-regulated learning on academic boredom among students at SMP Muhammadiyah 9 Boarding School Tanggulangin. **Method:** Utilizing a quantitative approach with simple linear regression analysis, data were collected from 105 male and female students using two instruments: the Self-Regulated Learning Scale adapted from the Short Self Regulation Questionnaire (SSRQ) by Carey, Neal, and Collins (2004), and the Academic Boredom Scale adapted from The Academic Boredom Survey Instrument (ABSI) developed by Sharp et al. **Results:** The analysis revealed that self-regulated learning has a significant effect on academic boredom, with an R Square value of 0.164, indicating that 16.4% of the variance in academic boredom can be explained by students' self-regulated learning. The remaining 83.6% is influenced by other factors. **Novelty:** This study contributes to the limited research on the psychological dynamics of boredom in boarding school environments by highlighting the role of self-regulatory strategies in mitigating academic disengagement, offering insights for educators to develop interventions that foster student autonomy and engagement in structured learning settings.

INTRODUCTION

The world of education is a world for learning which is always related to the daily lives of students. Every day, students carry out teaching and learning activities such as paying attention to the teacher explaining in front of the class and then doing the assignments given by the teacher, besides taking tests or exams. In teaching and learning activities, working on assignments to prepare for exams that require full readiness are both motor, cognitive and affective. Students start the day to carry out teaching and learning activities academically for a full day, from morning to evening and even until morning. Then it is added by tutoring and other academic activities. That routine is what causes students to become bored, tired, uncomfortable and others. That way, students must be able to manage their condition well so that they can carry out every academic activity effectively [1].

Realizing this condition, the government strives to provide a better quality education by prioritizing the cultivation of character values through the implementation of full day schools as an effort to help parents who have minimal time to educate their children at home [2] and even boarding schools. According to Arsy [3] a boarding school is a school where students, teachers, and school managers live in the same environment, namely in a dormitory for a certain period of time, usually one semester interspersed with vacations and will continue to live together until they finish school.

One of the boarding schools in Sidoarjo, East Java, at the Junior High School (SMP) level is SMP Muhammadiyah 9 Boarding School Tanggulangin Sidoarjo. The school integrates official curriculum, Muhammadiyah and Islamic boarding schools to accompany all students within 24 hours. This school requires all of its students to have a regular dormitory even though the residence is close and currently with a total of 147 students for the 2024/2025 school year.

Students are expected to be able to take part in learning both held at school and dormitory with rules that have been set independently from waking up to going to bed again, of course students must adapt well to all applicable school regulations and must also be able to adapt to the prevailing culture at SMP Muhammadiyah 9 Boarding School Tanggulangin. This is what ultimately causes problems for students, especially personal problems for students.

As stated by Astuti [3], if the brain is used continuously and under pressure, both within and outside themselves (the environment) to achieve maximum learning achievement, sometimes it brings students to the limit of their physical abilities. Of course, from fatigue in students cannot be left alone. Because the percentage of learning boredom in students tends to increase along with the length of the teaching and learning process. This means that the longer school students live, the heavier the degree of learning boredom they will experience. In the end, students experience physical and emotional (mental) fatigue, increased depersonalization and decreased academic confidence. In addition, the existence of a negative thinking pattern towards learning activities and events that are always done the same by students will also be able to trigger learning boredom in students which can have an impact on their educational development. Learning boredom is a mental condition of a person when experiencing boredom and fatigue that is very severe so that it results in reluctance, lethargy, and lack of enthusiasm to do learning activities, judges [4].

The fatigue condition that occurs in boarding school concept students due to longer learning time gradually makes learning boredom or academic boredom [5]. In general, boredom is the most commonly felt emotion but receives much less attention by researchers than other emotions such as anxiety, anger, excitement, or interest [6]. Pekrun, et al [6] said that this happens because boredom is a silent emotion that is not conspicuous, so it does not interfere with the situation. From a clinical perspective, it is stated that the condition has no psychopathological relevance, in contrast to anxiety [6].

This learning boredom also occurs in students at SMP Muhamamdiyah 9 Boarding School Tanggulangin. Based on the information obtained, there are some that show characteristics that lead to learning boredom such as skipping school, being busy alone in class, interfering with friends who are serious about studying, often leaving lessons, pretending to be sick and not listening to the teacher's advice. For the school, this is not an ordinary problem because the influence and consequences will be very large if not solved properly.

There are several factors that affect boredom in teaching, including self-regulated learning. Self-regulated learning is a combination of desire and desire, [3]. Meanwhile,

according to Wolters et al. in Astuti [3], self-regulated learning is a constructive process in which learners set goals for their learning and then seek to monitor, regulate, and control their cognition, motivation, and behavior, guided and limited by their goals and contextual features in the environment.

In a study conducted by Hilmy et al [7] with the title "Self-regulated learning to reduce learning saturation of high school students", it was shown that the significance score of posttest data after being processed using the mann whitney test, which means that self-regulated learning is able to reduce student learning saturation. Another study by Muna [8] with the title "The effectiveness of self-regulation learning in reducing the level of student learning saturation in high school insan cendikia". However, the research whose context is that the students of boarding schools who have differences with regular students have not been researched much, so this study aims to find out the influence of self-regulated learning on Academic Boredom at SMP Muhammadiyah 9 Boarding School Tanggulangin.

RESEARCH METHOD

This research is a correlational quantitative research. The researcher identified the variables used in this study consisting of the Academic Boredom variable as a dependent variable, then self-regulated learning as an independent variable.

The population used in this study was 147 students from grades seven, eight and nine at SMP Muhammadiyah 9 Boarding School Tanggulangin. Sampling was carried out using the Slovin formula [9].

$$N = \frac{n}{1+Ne^2} \text{ Where :}$$

N : Number of samples

n : Total Population

e : Error tolerance

So that it can be calculated:

$$N = \frac{147}{(1+(147 \times 0.05^2))} = = = 105 \text{ participants } \frac{147}{1+(147 \times 0.0025))} \frac{147}{1+0,4} \frac{147}{1,4}$$

The data collection technique in this study is by using a psychological scale, which includes 2 types, namely the Self Regulated Learning scale and the Academic Boredom scale.

The self-regulated learning scale using the adaptation scale of the Short Self Regulation Questionnaire (SSRQ) by Carey, Neal and Collins [10] totals 22 items that refer to the theory developed from the self-regulation questionnaire by Miller and Brown [11]. In his theory, Carey states that self-regulated learning consists of 5 aspects, namely goal attainment (example: I set goals for myself and monitor my progress), mindfulness (example: I give up quickly), adjustment (example: I learn from my mistakes), proactiveness (example: I can usually find several alternative problem-solving when I want to change something). This scale has a choice range of 1 to 4 points with 1 = disagree 2 = somewhat agree 3 = agree 4 = strongly agree. The results of the item analysis showed 16 valid items with cronbach alpha (α) = 0.725 to 0.815.

Academic boredom can be defined as anxiety or frustration related to a lack of meaningful engagement, difficulty using time productively and monotonous due to high enough repetition, lack of desire or motivation to learn and difficulty concentrating. To measure academic boredom, items refer to the indicators put forward by Sharp, et al [12] which consist of, among others, character-related boredom, class-related boredom, and study-related boredom. Based on the results of the discrimination test of the item scale adapted from The Academic Boredom Survey Instrument (ABSI) developed by Sharp et.al. [23]. This scale has 31 items consisting of 3 aspects of academic boredom, including: (1) Boredom proneness (trait) (10 items) example item: I often feel confined in situations where I do things that are not important, (2) Class-related (state) (10 items) example item: Because time feels very slow, I often look at the clock many times, and (3) Study-related (state) (11 items) example item: When I feel bored, I don't have the desire or drive to really learn. Responses consist of 1 to 5 points, with 1 (never), 2 (rare), 3 (occasionally), 4 (often), and 5 (always).

Before distributing the questionnaire, the researcher first asked permission from the Waka Curriculum to conduct research at SMP Muhammadiyah 9 Boarding School Tanggulangin. After that, the researcher distributed the questionnaire to 105 students, before they filled out the questionnaire, the researcher first explained how to fill it out. After that, the students worked on the questionnaire at the same time. The data analysis technique in this study uses linear regression with the help of SPSS 26.0. The purpose of this analysis is to test the influence of self-regulated learning on academic boredom at SMP Muhammadiyah 9 Boarding School Tanggulangin.

RESULTS AND DISCUSSION

Results

The results and discussion contain the results of research findings and their discussion. Write down the findings obtained from the results of the research that has been carried out and must be supported by adequate data. The research results and findings must be able to answer the questions or research hypotheses in the introduction. Generally, the data from the research can be presented using a table. An example of its use is shown in table 1.

Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			195
Normal Parameters ^{a,b} Mean			.0000000
Std. Deviation			14.89192913
Most Extreme Differences	Extreme	Absolute	.074
		Positive	.074
		Negative	-.035
Kolmogorov-Smirnov Z			.971
Asymp. Sig. (2-tailed)			.302
a. Test distribution is Normal.			
b. Calculated from data.			

Based on table 1. The Kolmogorof-Smirnov Normality Test above can be found to have a significance value of 0.302, which means that the value is more than 0.05 ($0.200 > 0.05$) and it can be said that the distribution data is normal. Based on the data of the statement, it can be concluded that the two variables have a normal distribution, namely the variables of self-regulated learning and academic boredom.

Table 2. Linearity Test
ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Boredom *Self Regulated Learning	Between Groups	12996.820	49	265.241	1.247	.167
	Linearity	1038.837	1	1038.837	4.883	.029
	Deviation from Linearity	11957.983	48	249.125	1.171	.244
Within Groups		25742.841	121	212.751		
Total		38739.661	170			

In table 2, it is known that the significance value of linearity self-regulated learning and academic boredom is 0.029 which can be interpreted as a linearity value smaller than 0.05 ($0.029 < 0.05$) and a significance value of deviation from linearity of 0.244 which can be interpreted as a deviation from linearity value greater than 0.05 ($0.244 > 0.05$). So it can be concluded that the two data are linear.

Table 3. Correlation Test

Correlations			
		Boredom SRL	
Boredom	Pearson Correlation	1.000	-.146
	Sig. (2-tailed)	.	.026
	N	195	195
SRL	Pearson Correlation	-.146	1.000
	Sig. (2-tailed)	.026	.
	N	195	195

The results of the analysis are based on table 3. It is known that the value of the correlation coefficient $r_{xy} = -0.146$ with a significance value of 0.026. Therefore, it can be interpreted that there is a significant negative relationship between self-regulated learning and academic boredom in the student body of SMP Muhammadiyah 9 Boarding School Tanggulangin. So the higher the self-regulated learning possessed by the students of SMP Muhammadiyah 9 Boarding School Tanggulangin, the lower the academic boredom felt. On the other hand, the lower the self-regulated learning, the higher the academic boredom felt by the students of SMP Muhammadiyah 9 Boarding School Tanggulangin.

Table 4. Regression Test

ANOVA ^a						
	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	203.642	1	203.642	84.032	.026a
	Residual	31501.023	192	164.068		
	Total	31704.665	193			
a. Predictors: (Constant), Self Regulated Learning						
b. Dependent Variable: Boredom						

The results of the analysis show that in table 4. A significance value of 0.026 and a value of $F = 84.032$ were obtained which showed that there was a significant influence between self-regulated learning on academic boredom in students of SMP Muhammadiyah 9 Boarding School Tanggulangin.

Table 5. R SquareModel Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164a	.027	.021	14.93592

a. Predictors: (Constant), Self Regulated Learning

b. Dependent Variable: Boredom

Based on table 5, it is known that the result of the magnitude of the influence of variable X, namely self-regulated learning on variable Y, namely academic boredom is relatively high, where the value of R Square is 0.164. So $R^2 = 0.164 \times 100\% = 16.4\%$. Self-regulated learning can affect academic boredom in students of SMP Muhammadiyah 9 Boarding School Tanggulangin. Meanwhile, 83.6%, academic boredom is influenced by other factors.

Table 6. Subject Score Categories

Category	Subject Score			
	SLR		Boredom	
	$\sum$ Students	%	$\sum$ Students	%
Low	36	18%	33	17%
Keep	125	65%	130	67%
Tall	34	17%	32	16%
Sum	195	100 %	195	100 %

Based on table 8. The subject score category, from 195 students of SMP Muhammadiyah 9 Boarding School Tanggulangin and there are 36 students who have self-regulated learning in the low category with a percentage of 18%, as many as 125 students who have a medium category in self-regulated learning with a percentage of 65% and there are 34 students who have self-regulated learning in the high category with a percentage of 17%.

The categorization for subject scores on the academic boredom scale can be concluded that there are 33 students who have academic boredom in the low category with a percentage of 17%, there are 130 students who have a medium category in academic boredom with a percentage of 67%, and there are 32 students) who are in the high category in academic boredom with a percentage of 14%.

Discussion

Based on the results, it is known that there is a positive relationship between self-regulated learning and academic boredom. The link between self-regulated learning and academic boredom lies in the ability of students to overcome academic challenges and adapt well in the school environment. Students who have high academic self-regulated learning tend to be better at overcoming boredom or boredom of learning in the school environment. With strong self-regulated learning, students will tend to have a positive attitude towards academic challenges and not easily discouraged when facing difficulties and boredom in learning. This can help them cope with stress and pressure of learning, so they can focus more on the learning process and actively participate in school activities.

Research has found that when learners find a task boring, their performance in the task will be negatively affected [14,15,16]. Boredom inhibits the learner's ability to

effectively channel his or her cognitive resources in completing tasks that are considered boring. In this way, their attention, involvement, motivation, self-regulation and the use of learning strategies are disrupted so that they affect achievement [6,11]. In addition,[17,18] also showed in his research the effect of self-regulated learning on critical thinking skills in blended learning. Likewise, research conducted by [19] concluded that academic buoyancy is positively and significantly related to student adjustment based on student involvement in academic activities. The next statement obtained is that the relationship between self-regulated learning is not significantly related to school adjustment. Positive relationship between self-regulated learning and academic boredom.

This means that the correlation between self-regulated learning and academic boredom is not statistically strong enough to state the relationship definitively, but there is still a tendency that learners who have higher levels of self-regulated learning tend to cope better with boredom and boredom in school. Students at SMP Muhammadiyah 9 Boarding School Tanggulangin who are considered to have independence in conditioning themselves to be ready to learn, especially those who have high learning motivation, will easily adjust to the conditions of boredom and boredom of learning in the school environment.

This result is in line with previous research conducted by [20] found that efforts in managing time and creating a conducive learning environment will make it easier for students to adjust to academic demands, which will ultimately have an impact on academic achievement in school. In addition, previous research conducted by [20] also showed a similar thing, namely that students who try to understand lessons by memorizing, organizing, and transforming material in class by doing repetition, elaboration, and organization will show good academic performance.

Based on the results of the Anova test, it was found that there was a significant relationship, meaning that there was a significant relationship between self-regulated learning and academic boredom in students at SMP Muhammadiyah 9 Boarding School Tanggulangin. This relationship shows that the higher the level of self-regulated learning that students have, the better they can reduce boredom and boredom in the school environment.

Self-regulated learning refers to the ability of students to regulate and control their own learning process. Didk participants who have a high level of self-regulated learning tend to be active in managing learning time, regulating a conducive learning environment, and using various effective learning strategies. This ability helps students manage their time and study efficiently, so they can achieve better learning outcomes. A high level of self-regulated learning also contributes to good school adjustment because students feel better able to cope with boredom and boredom. In this study, it was found that students who have a high level of self-regulated learning tend to have better academic boredom. This means that they are able to cope with learning difficulties well in school, Able to organize and control their own learning process efficiently. This causes them to achieve better academic achievements and feel more comfortable and successful

in the Islamic Boarding School environment. These results are in accordance with research by [20] in his research on first-year college students. The study showed that students who have the ability to regulate their thoughts, feelings, and behaviors in learning (self-regulated learning) tend to have good academic adjustments in school, and as a result they achieve good academic achievement.

16.4%. Self-regulated learning can affect academic boredom in students of SMP Muhammadiyah 9 Boarding School Tanggulangin. Meanwhile, 83.6%, academic boredom is influenced by other factors. Other factors that can affect academic boredom are such that the subject matter is not in accordance with the interests of the students, besides that intelligence that is not in accordance with the level of difficulty of the subject matter can also cause boredom.

The weakness of this study is the limited sample that may not be representative of the entire population in schools and is conducted during the day. Measurements of self-regulated learning and academic boredom can be subjective and depend on the honesty of the respondents. Disruptive variables such as intrinsic learning motivation or teachers' teaching style are not fully controlled

CONCLUSION

Fundamental Finding : This study concluded that there is a non-significant relationship between self-regulated learning and academic boredom among students at SMP Muhammadiyah 9 Boarding School Tanggulangin, with self-regulated learning accounting for only 16.4% of the variance in academic boredom. **Implication** : These findings suggest that while self-regulated learning may play a role, it is not the primary determinant of academic boredom, pointing to the need for broader intervention strategies that consider various cognitive, emotional, and contextual factors to address boredom in educational settings. **Limitation** : The study was limited by its focus on a single variable and a specific student population, which may restrict the generalizability of the results to other educational contexts or age groups. **Future Research** : Further studies are recommended to explore additional contributing factors to academic boredom, such as curriculum relevance, teaching methods, student interest, and cognitive abilities, as well as to examine diverse educational environments to enhance the understanding of boredom in learning processes.

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*** Widiyanti (Corresponding Author)**

University of Muhammadiyah Sidoarjo, Indonesia

Email: widiyanti2083@gmail.com

Ghozali Rusyid Affandi

University of Muhammadiyah Sidoarjo, Indonesia

Email: ghozali@umsida.ac.id
