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TEACHER SUPPORT FOR SELF-REGULATED LEARNING IN Islamic Cultural History: A Qualitative Case Study at a Private Madrasah

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Abstrak

Penelitian ini bertujuan mendeskripsikan peran dan strategi guru Sejarah Kebudayaan Islam (Islamic Cultural History) dalam memfasilitasi self-regulated learning (SRL), serta menelaah pengalaman belajar dan dokumen ketuntasan siswa di MAS Al Ittihadiyah Medan. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Informan mencakup guru yang terlibat dalam pembelajaran, empat siswa kelas X dan XI, kepala madrasah, serta wakil kepala madrasah; jumlah pasti guru yang diwawancarai belum terinci dalam dokumen sumber. Data diperoleh melalui observasi, wawancara semiterstruktur, dan telaah dokumen, lalu ditafsirkan secara tematik. Guru memfasilitasi penetapan tujuan, diskusi, penelusuran sumber, umpan balik, dan refleksi. Bukti inisiatif siswa tampak pada pencatatan materi, peninjauan ulang catatan, dan pencarian bantuan, tetapi kemandirian mengatur belajar belum dapat disimpulkan secara merata. Dokumen awal melaporkan ketuntasan 78,85% dan ketidaktuntasan 21,15%; periode, penyebut, dan kriteria perhitungan perlu dikonfirmasi. Studi ini menjelaskan dukungan pedagogis terhadap SRL, bukan peningkatan nilai yang terbukti secara kausal.

Kata kunci: Sejarah Kebudayaan Islam, Self-Regulated Learning, Pendidikan Agama Islam

Abstract

This qualitative case study describes how Islamic Cultural History teachers support students' self-regulated learning (SRL) and examines classroom experiences and available achievement documentation at MAS Al Ittihadiyah Medan. Participants included teachers involved in instruction, four students from grades X and XI, the principal, and the vice principal; the exact number of teacher interviewees was not specified in the source records. Interviews, classroom observations, and document review were interpreted thematically. Teachers supported goal awareness, discussion, information seeking, feedback, and reflection. Examples of student initiative included note-taking, reviewing notes, and seeking additional sources or help. Nevertheless, teacher-directed activities could not automatically be taken as evidence that all students independently planned, monitored, and evaluated their learning. Preliminary school records reported 78.85% mastery and 21.15% non-mastery, but the assessed population, reference period, and mastery threshold were not fully documented in the manuscript. Without linked individual measurements or longitudinal records, these figures cannot establish academic gains attributable to SRL guidance. The study therefore offers contextual evidence concerning instructional support and reported learning practices rather than causal improvement in achievement.

Keywords: Islamic Cultural History, Self-Regulated Learning, Case Study, Islamic Religious Education

INTRODUCTION

Education constitutes a fundamental process through which individuals develop intellectual capabilities, moral character, spiritual awareness, and competencies necessary for meaningful participation in society. Within Islamic educational philosophy, acquiring knowledge represents both an individual responsibility and a means of developing human potential. The Quran emphasizes the importance of human learning capacities through hearing, sight, and understanding (Quran 16:78), while highlighting personal responsibility for transformation (Quran 13:11). These principles underscore the significance of cultivating independent, disciplined, and reflective learners. Contemporary educational perspectives similarly emphasize that successful learning requires more than knowledge acquisition; students must develop the ability to regulate their motivation, behavior, and cognitive processes. Zimmerman (2002) identifies self-regulated learning (SRL) as an essential mechanism through which learners actively manage their educational experiences and pursue academic objectives.

Within Indonesia's Islamic educational system, Islamic Religious Education (IRE) teachers play an important role in integrating intellectual development with spiritual and moral formation. Their responsibilities extend beyond delivering instructional content to facilitating meaningful learning, encouraging student autonomy, and establishing supportive educational environments. Effective teaching requires deliberate instructional practices that strengthen students' confidence, motivation, and independent learning capabilities. Research demonstrates that teachers' instructional support and classroom practices contribute substantially to students' development of self-regulatory competencies (Perry et al., 2002; Kistner et al., 2010). Furthermore, teacher autonomy support can promote students' engagement and psychological development by encouraging responsibility and meaningful participation in learning activities (Reeve, 2006; Jang et al., 2010). Consequently, Islamic education teachers must increasingly adopt pedagogical approaches that position students as active participants rather than passive recipients of information.

Self-regulated learning provides a theoretical foundation for understanding how students independently plan, monitor, control, and evaluate their academic activities. According to Pintrich (2004), self-regulation involves coordinated cognitive, motivational, behavioral, and contextual processes that influence academic achievement. Zimmerman (1990) conceptualizes self-regulated learners as individuals who actively participate in their learning through metacognitive, motivational, and behavioral engagement. Similarly, Boekaerts (1999) emphasizes the interaction between learning goals, emotional regulation, and strategic behavior. Empirical studies consistently demonstrate positive relationships between self-regulatory strategies and academic performance (Dent & Koenka, 2016; Broadbent & Poon, 2015). Moreover, effective self-regulation requires students to establish achievable objectives, select appropriate strategies, monitor progress, and reflect critically on learning outcomes (Panadero, 2017; Schunk, 2005).

The development of these competencies becomes particularly important in Islamic Cultural History, a subject requiring chronological reasoning, historical interpretation, conceptual understanding, and reflection on Islamic civilization. Learning Islamic history should extend

beyond memorizing historical events toward examining their ethical, intellectual, and spiritual significance. However, teacher-centered instruction and limited opportunities for independent inquiry may constrain students' engagement and higher-order thinking. Research indicates that strategic learning instruction, metacognitive development, and formative feedback can improve students' capacity to manage complex learning activities (Dignath & Büttner, 2008; Hattie & Timperley, 2007). Additionally, structured self-regulation interventions can strengthen students' academic performance when instructional activities explicitly incorporate planning, monitoring, and reflection (Dignath et al., 2008; Donker et al., 2014).

These challenges are relevant at MAS Al Ittihadiyah Medan, where preliminary observations described uneven classroom participation, independent initiative, and management of learning tasks in Islamic Cultural History. The original field account did not specify observation frequency, dates for each observation, or a student-by-student record of these behaviors. Accordingly, these descriptions are treated as indications motivating closer inquiry, not quantified prevalence estimates. Institutional portfolio records reported that 78.85% of assessed students met the school's mastery criteria and 21.15% did not. The underlying number of assessed students, the minimum mastery threshold, and the reporting period were not specified in the available manuscript, so the percentages are retained as preliminary descriptive figures pending verification. They neither measure SRL directly nor establish that students below the standard lacked SRL Islamic Cultural History. Prior knowledge, task difficulty, instructional conditions, and home learning resources may also account for variation in attainment. The substantive question is how teacher support and student-initiated regulatory practices appear in this classroom setting.

Teacher support for SRL can be examined across three phases: forethought (formulating learning goals and selecting strategies), performance (monitoring comprehension, seeking information or assistance, and adjusting effort), and self-reflection (reviewing feedback and evaluating one's approach). As Zimmerman (2002) and Panadero (2017) emphasize, these phases concern learners' regulation of their own activity, not simply the presence of teacher explanations, quizzes, or assignments. In this case study, teacher encouragement to set goals is evidence of instructional scaffolding; student-authored targets would be stronger evidence of independent goal setting. Likewise, classroom discussion is a learning opportunity, whereas students' voluntary questioning or independent consultation of references more directly indicates regulation in action. The inquiry therefore distinguishes teacher-provided opportunities from the limited student practices that interviews and observations actually describe. Where individual learning plans, monitoring logs, or self-assessments were unavailable, the limits of that evidence are made explicit.

Although research has established links among teacher scaffolding, strategy instruction, SRL, and achievement (Perry et al., 2002; Kistner et al., 2010; Dent & Koenka, 2016), those findings do not resolve how specific regulatory practices are recognized within the historical reasoning demands of Islamic Cultural History. The knowledge gap in this study is therefore not simply that a private madrasah has received limited attention. It concerns the distinction between teachers' efforts to promote independent learning and observable evidence of learners' self-

directed planning, monitoring, and reflection in a religious-history classroom. The study adds contextual interpretation of this distinction, including examples of note-taking and help seeking, while recognizing the limited informant base and documentary gaps. It does not test the effectiveness of an SRL intervention or estimate a causal effect on academic scores.

The study addresses three objectives: (1) describe the ways Islamic Cultural History teachers support students' planning, monitoring, and reflection; (2) examine the learning practices and contrasting experiences reported by teachers and students; and (3) interpret available achievement documentation without treating preliminary mastery rates as a measure of intervention effects. Its contribution is a grounded account of what teacher scaffolding and student initiative can, and cannot, establish in one school context. Practical implications concern explicit learning plans, opportunities for self-monitoring, and feedback linked to reflective student action. Claims about improvement in grades require separately documented individual trajectories or comparative evidence.

METHOD

This study used a descriptive qualitative case study design to examine teacher support for self-regulated learning (SRL) in Islamic Cultural History (Islamic Cultural History) at MAS Al Ittihadiyah Medan. The unit of analysis was classroom practice and participants' accounts within one institution, rather than a treatment or a statistical association. The analytical lens distinguished the forethought, performance, and self-reflection phases of SRL (Zimmerman, 2002): teacher-directed goal guidance versus student-set targets; available discussions versus students' monitoring and help seeking; and teacher evaluation versus students' independent assessment of their own progress. These distinctions guided interpretation of classroom practices and limited claims regarding student autonomy.

School-based fieldwork began on May 21, 2026. Participants were selected purposively for their involvement in Islamic Cultural History learning and institutional oversight: relevant teachers, four students from grades X and XI, the principal, and the vice principal. The manuscript does not identify the exact number of teacher respondents, the characteristics used to select the four students, or whether contrasting student attainment levels were represented. These details cannot be reconstructed from the available text and require confirmation from field records. Student experiences are therefore treated as illustrative rather than representative of all pupils in the madrasah. The study did not establish pre-intervention and post-intervention cohorts.

Evidence came from classroom observations, semi-structured interviews, and available instructional and achievement documents. The source narrative mentions portfolios, assignments, and learning records but does not give a full observation schedule or a document inventory. For transparency, the analysis separates reported teacher practices, observed classroom activities, and independently described student actions. It does not assume that a teacher's statement about goal setting proves that students wrote or revised their own goals. The two mastery percentages are retained as reported preliminary institutional figures; their denominator, time frame, subject-specific assessment basis, and mastery cutoff must be verified against the underlying school records

before quantitative interpretation. No direct match between the four interviewed students and individual score records can be established from the manuscript.

Analysis followed iterative data reduction, display, and conclusion verification, organized around teacher scaffolding, student regulation, and reported learning outcomes. For each theme, the relevant evidence type was considered: an interview description, an observed activity, a student's account, or a school document. Comparisons were used to identify where sources converged and where they did not demonstrate the same claim. For example, a teacher's invitation to consult books was coded as instructional support, while a student's reported independent search was treated as a more specific sign of help seeking. The available report does not include a full coded data matrix or a dated audit trail, limiting the degree of procedural replication.

Source and methodological triangulation were intended to compare administrator, teacher, and student accounts against observations and documents. The source manuscript additionally mentions temporal triangulation and member checking without documenting the number of repeat visits, when confirmation occurred, or which transcripts or interpretations were returned to participants. Those procedures are not represented here as independently verified steps. Credibility therefore rests on the described cross-source reading, with important documentary limitations acknowledged. Further methodological detail should be added only after checking the original field notes, participant records, and confirmation materials. No additional interviews, observations, or verification activities have been assumed in this revision.

RESULTS AND DISCUSSIONS

Results

The Role of Islamic Religious Education Teachers in Fostering Students' Self-Regulated Learning

The material describes Islamic Cultural History teachers creating conditions potentially supportive of SRL through instructional planning, motivational guidance, facilitation, and feedback. These are teacher actions and should not be equated automatically with students' achievement of independent regulation. The reported classroom experiences also include narrower student-level indications: reviewing notes before examinations, aIslamic Cultural Historyng questions, and consulting additional sources. Together they permit an interpretation of scaffolding and emerging regulatory practices, but not an estimate of how many students independently complete every SRL phase. The observations are presented below by their evidence type rather than treating the terms 'independence' and 'engagement' as interchangeable.

Observation accounts describe teachers preparing instructional materials, explaining intended competencies, and aIslamic Cultural Historyng learners to review topics in advance. These activities offer a structure for the forethought phase of SRL. They do not establish that each learner individually formulated a written target or selected a personal strategy. Documentary examples of student-generated plans were not provided in the manuscript. Accordingly, the

relevant finding is goal-oriented teacher scaffolding, with students' independently documented goal-setting remaining unverified.

The Islamic Cultural History teacher emphasized the importance of instructional preparation, explaining that teaching methods and learning media were selected according to the characteristics of the material and students' learning needs. The teacher also reported encouraging students to establish individual learning targets so that they could understand their responsibilities and monitor their educational development. These accounts indicated that instructional planning functioned not only as a teacher-directed administrative activity but also as an opportunity to introduce students to goal-oriented learning.

The school principal reinforced this finding by describing institutional efforts to support teachers in establishing clear learning objectives. According to the principal, discussions involving school administrators and relevant educational personnel were conducted periodically to coordinate instructional priorities and learning expectations. This institutional support provided a broader organizational context for teachers' efforts to encourage students' academic responsibility.

Another prominent finding concerned teachers' motivational responsibilities. Interviews revealed that the Islamic Cultural History teacher frequently encouraged students by connecting historical Islamic narratives with contemporary experiences and everyday moral considerations. This instructional approach was intended to make learning materials more meaningful and relevant to students' lives. A female student from grade X confirmed that the teacher regularly provided motivational explanations before introducing new lessons, helping students become more interested in classroom activities.

Classroom observations further indicated that teachers encouraged active participation through discussions, presentations, questioning activities, and individual assignments. Students were provided opportunities to express opinions, clarify unfamiliar concepts, and complete learning tasks. These activities represented instructional efforts to reduce excessive dependence on teacher explanations while developing students' confidence in managing academic responsibilities.

At the end of lessons, teachers reportedly used quizzes, questions, assignments, and feedback to gauge understanding. These activities document opportunities for the self-reflection phase. A student's own assessment of errors, recorded revision of strategies, or subsequent adjustment of a learning plan would provide stronger evidence of self-evaluation, but those artifacts are not presented. The analysis therefore distinguishes the teacher's evaluative role from independently demonstrated self-assessment.

Importantly, the evaluation process also provided opportunities for students to recognize their learning difficulties. Rather than treating assessment exclusively as a mechanism for assigning grades, teachers encouraged students to consider their progress and identify aspects requiring improvement. Such practices introduced students to reflective learning behaviors, although the extent to which individual students independently applied these strategies varied.

The combined interview and observation findings therefore identified three interconnected teacher roles: instructional planner, learning motivator, and evaluator. These roles were supported by classroom facilitation and continuous guidance. Teachers established learning

expectations, encouraged participation, and provided feedback intended to strengthen students' academic responsibility.

Taken together, the available observations and interviews identify teachers as planners, motivators, facilitators, and evaluators who provide conditions for SRL. Examples of students taking notes, reviewing material, and seeking information support a more modest finding of selected regulatory behaviors. Because student responses varied and individual plans or monitoring logs were not documented, these observations should not be read as proof that all students had acquired comprehensive autonomous learning Islamic Cultural Historylls.

Teachers' Efforts and Instructional Strategies for Developing Self-Regulated Learning and Improving Academic Achievement

Interviews and observation descriptions identify four strategies used or reported by teachers: guidance in setting learning targets, motivational encouragement, discussion and independent assignments, and ongoing assessment. The source text does not establish their consistent use at every meeting or a uniform sequence of student actions. Their potential contribution to SRL must therefore be assessed by whether students take responsibility for planning, monitoring, and reflecting, rather than by the existence of the teaching activity alone.

The teacher reported aIslamic Cultural Historyng students to identify targets for historical understanding or improved academic performance. The account does not demonstrate that targets were consistently written, revisited, and revised by students. In the available evidence, this constitutes guidance toward goal awareness rather than independently verified personal goal management. A future documented learning plan would permit closer analysis of how students turn teacher prompts into their own objectives.

Student awareness of classroom objectives was supported by teacher instruction; however, no individual target sheets or progress-check records were supplied. Consequently, the study cannot determine whether the students subsequently monitored attainment of those targets or altered study strategies independently. The difference between hearing a teacher's expectation and regulating one's own progress remains central to this interpretation.

The second strategy involved motivational reinforcement. The teacher reported using advice, appreciation, positive encouragement, and contextual explanations to stimulate students' interest in Islamic Cultural History. Historical narratives were connected with contemporary experiences, allowing students to recognize the relevance of Islamic civilization and its moral teachings.

This strategy was particularly significant because Islamic Cultural History requires students to understand historical developments, important figures, cultural transformations, and the ethical implications of historical events. By presenting historical knowledge as relevant to contemporary life, teachers attempted to encourage meaningful engagement rather than mechanical memorization.

Discussion, presentations, questioning, and assignments offered students opportunities for active participation. Interviews included accounts of students aIslamic Cultural Historyng questions and consulting books or online sources, which more directly indicate information seeking. Yet the evidence does not demonstrate that all learners adopted these practices voluntarily or outside the assigned tasks. The analysis therefore treats active learning as a supportive instructional context and students' documented initiative as a narrower indication of SRL.

A male student from grade X confirmed that classroom discussions and questioning activities provided opportunities for greater participation. Another student described the teacher's encouragement to consult additional books and internet resources when encountering unfamiliar concepts. These accounts suggest that students were introduced to information-seeking behaviors and encouraged to exercise initiative when addressing academic difficulties.

The instructional activities also created opportunities for students to communicate ideas, compare interpretations, and collaborate with classmates. Such practices were especially relevant to Islamic Cultural History instruction because historical understanding involves interpreting events, identifying relationships between developments, and reflecting on the significance of historical experiences.

The fourth strategy involved continuous evaluation. The Islamic Cultural History teacher described using quizzes, assignments, daily assessments, and observations of classroom participation to monitor students' learning progress. Assessment results were subsequently considered when planning instructional improvements.

The evaluation process also provided opportunities for students to identify areas requiring further study. Through questioning and classroom feedback, teachers encouraged students to recognize comprehension difficulties and reconsider their learning approaches. These activities introduced reflective practices associated with self-regulated learning.

Teacher interviews presented independence as a gradual process requiring support. Student accounts indicated participation and selected help-seeking behaviors, but the report did not systematically capture students who remained passive, nor provide dated records showing whether initiative became more consistent over time. This limitation prevents a general claim that every student progressed through the SRL cycle. Divergent experiences should be added from authentic notes if they were recorded; they have not been invented in this revision.

Four strategies can be mapped conceptually to components of SRL: goal prompts to forethought, discussion and information seeking to performance, and formative feedback to self-reflection. However, the mapping is of instructional affordances, not a measured progression of self-regulation. The only specific student actions described include note-taking, independent review, questioning, and consulting supplementary information. A more complete case account would require individual targets, monitoring evidence, and student reflections over multiple tasks.

These strategies were perceived by participants as contributing to improved learning readiness, academic participation, and comprehension. Nevertheless, the qualitative evidence supports an interpretation of perceived instructional contributions rather than a definitive causal relationship between particular teaching strategies and measurable academic improvement.

Students' Learning Outcomes in Islamic Cultural History

The third research objective focused on students' learning outcomes in Islamic Cultural History at MAS Al Ittihadiyah Medan. Findings from teacher interviews, student accounts, school administrator perspectives, and preliminary academic documentation indicated generally positive learning experiences alongside continuing differences in students' achievement.

The manuscript reports preliminary Islamic Cultural History mastery of 78.85% and non-mastery of 21.15%. These figures have not been independently recalculated because the number of assessed students, assessment period, mastery cutoff, and underlying score list are not presented. Their sole defensible use here is contextual description of recorded attainment at an unspecified reference point. They must not be treated as evidence that teacher-supported SRL increased learning outcomes, nor assumed to describe only the four interviewed students. Confirming the denominator and threshold from school records is necessary before drawing more detailed performance conclusions.

The qualitative findings offered additional insights into students' learning behaviors. The Islamic Cultural History teacher reported that students demonstrating greater awareness of independent learning responsibilities were generally more active during classroom activities, better prepared for evaluations, and more likely to achieve satisfactory academic results. This observation suggested an association between students' learning initiative and perceived academic performance.

Student interviews illustrated several learning behaviors relevant to academic achievement. A female student from grade XI described regularly recording important information during Islamic Cultural History lessons and reviewing these notes when preparing for examinations. This account demonstrated a practical learning strategy involving information organization, independent review, and preparation for academic assessment.

Another student from grade XI explained that classroom quizzes and interactive questioning increased enthusiasm for Islamic Cultural History. The student also emphasized the importance of learning moral lessons from historical Islamic narratives. This response indicated that student engagement involved both academic understanding and appreciation of the ethical significance of the subject.

Classroom observations supported these accounts by identifying student participation in discussions, questioning activities, and independent information seeking. Students were encouraged to consult additional learning resources, request clarification when encountering difficulties, and record important instructional content.

These behaviors reflected several dimensions of self-regulated learning, particularly strategic information processing, help seeking, and behavioral engagement. Nevertheless, the observed behaviors were not uniform evidence that all students possessed equally developed self-regulatory competencies.

The vice principal provided an institutional perspective on students' academic development. According to the interview, teachers and administrators examined assignment scores, daily assessment results, and classroom participation when evaluating students' progress. Students demonstrating greater engagement and independence were generally perceived as achieving stronger academic results than those displaying limited participation.

The vice principal also described discussions between teachers and school administrators concerning students' academic development. These discussions were intended to identify learning difficulties and consider instructional improvements. This finding indicated that academic monitoring involved both classroom-level assessment and broader institutional evaluation.

Two forms of information emerge from the source: preliminary school attainment percentages and interview or observation descriptions of learning-related behaviors. They concern different units and evidentiary strengths. The score percentages are aggregated institutional documentation without a specified denominator or an identified time point; student accounts concern a small purposively selected group. The manuscript does not link individual SRL behaviors to individual achievement records. It is therefore not possible to infer from these materials that pupils who displayed a particular regulatory behavior were those who reached the mastery threshold.

Participants reported more favorable preparation and engagement among some learners, but no comparable individual baseline and follow-up scores were available. The study cannot estimate improvement attributable to specific teaching strategies or to SRL. The 78.85% mastery figure is a preliminary institutional snapshot whose calculation and assessment basis require source verification. Claims of better achievement are consequently framed as participant perceptions rather than observed learning gains.

Furthermore, the preliminary mastery percentage should not be interpreted as proof that all students achieving the required standard possessed strong self-regulatory Islamic Cultural Historylls. Academic performance may reflect several interacting influences, including prior knowledge, instructional quality, learning resources, motivation, and family support.

Overall, the qualitative evidence suggests that teachers' efforts to encourage independent learning were accompanied by favorable student experiences and learning behaviors. Students who actively organized learning materials, sought additional information, and participated in classroom activities were perceived as demonstrating stronger academic readiness.

The case study provides a contextual account of how teachers encourage independent preparation, information seeking, and reflection in Islamic Cultural History. Its empirical strength lies in describing reported and observed classroom processes. It cannot establish a quantified relationship between SRL and marks because no matched student-level achievement measures were presented. Improving the evidence base would require verified assessment records, dates, mastery criteria, and identifiable within-case links between documented learning strategies and outcomes, under appropriate privacy safeguards.

Discussion

Analysis of Islamic Religious Education Teachers' Roles in Developing Students' Self-Regulated Learning

The findings demonstrate that Islamic Religious Education teachers at MAS Al Ittihadiyah Medan contribute to students' self-regulated learning through instructional planning, motivational support, classroom facilitation, and evaluation. These interconnected responsibilities can be interpreted through established theoretical perspectives emphasizing the importance of learners' active participation in regulating cognitive, motivational, and behavioral processes.

Zimmerman's (2002) phases offer a useful organizing lens, but the evidence supports the phases unevenly. Teacher statements about objectives are strongest as evidence of forethought scaffolding; observations of participation and student help seeking relate to performance; quizzes and feedback document opportunities for reflection. Students' own goal revision, self-monitoring logs, and autonomous self-evaluation were not consistently recorded. The central finding is therefore the teacher's provision of structured opportunities, with selected student-level responses, not completion of a full SRL cycle by the student population.

During the forethought phase, teachers communicated learning expectations and encouraged students to identify individual academic targets. This practice is consistent with Zimmerman's (1990) explanation that self-regulated learners actively establish objectives and employ strategic approaches to achieve academic goals. Pintrich (2004) similarly emphasizes the importance of goal orientation, motivation, and metacognitive planning in directing learning activities.

The teacher's planning role therefore extends beyond preparing instructional materials. By helping students understand learning expectations, teachers provide a foundation for developing purposeful academic behavior. However, the transition from teacher-directed goal setting to independently formulated student objectives requires sustained instructional support.

During the performance phase, teachers facilitated discussions, presentations, questioning activities, and independent assignments. These activities encouraged students to participate actively and engage with learning materials. Perry et al. (2002) demonstrate that classroom interactions can foster self-regulated learning when teachers provide meaningful opportunities for student choice, strategic engagement, and reflection.

Similarly, Kistner et al. (2010) emphasize that instructional practices supporting self-regulated learning depend not merely on the frequency of strategy-related activities but also on their quality and implementation. Accordingly, the effectiveness of classroom discussions and assignments should be evaluated according to whether students develop greater responsibility for planning, monitoring, and adjusting their learning.

The motivational role identified in the findings also aligns with contemporary educational psychology. Reeve (2006) explains that autonomy-supportive teaching encourages students' psychological engagement by acknowledging their perspectives and supporting meaningful

participation. Jang et al. (2010) further demonstrate that autonomy support and instructional structure function complementarily in promoting student engagement.

At MAS Al Ittihadiyah Medan, teachers combined structured learning expectations with encouragement and contextual explanations. Connecting Islamic historical narratives to everyday experiences potentially strengthened students' understanding of the relevance of classroom content.

Within Islamic education, this approach also carries moral significance. Learning independence can be associated with responsibility, perseverance, and conscientious engagement with knowledge. These values provide a meaningful cultural and religious context for cultivating self-regulated learning without replacing its established psychological dimensions.

The teacher's evaluative role corresponds to the self-reflection phase. Classroom quizzes, questioning sessions, and feedback encouraged students to recognize learning difficulties and consider improvements. Hattie and Timperley (2007) emphasize that effective feedback supports learning when it clarifies objectives, current progress, and subsequent actions.

Paris and Paris (2001) similarly argue that classroom applications of self-regulated learning require instructional environments that encourage students to evaluate their own learning processes. In this context, teachers' reflective activities provide opportunities for developing metacognitive awareness.

However, the findings suggest that students' self-regulation remains partly dependent on teacher guidance. This distinction is important because teacher-directed evaluation does not automatically indicate independent self-assessment.

Overall, the findings support an interpretation of Islamic Religious Education teachers as instructional facilitators who establish conditions for developing self-regulated learning. Their responsibilities involve coordinating cognitive guidance, motivational reinforcement, behavioral participation, and reflective evaluation.

The distinctive contribution of this study lies in demonstrating how these responsibilities operate within Islamic Cultural History instruction, where academic independence is developed alongside historical understanding and Islamic moral values. The evidence therefore reinforces the importance of teacher-supported learning autonomy while identifying the continuing need to strengthen students' independently demonstrated self-regulatory behaviors.

Analysis of Teachers' Strategies for Fostering Self-Regulated Learning and Supporting Academic Achievement

Four teacher strategies were identified: prompting learning goals, providing encouragement, assigning discussion and independent tasks, and offering formative feedback. These practices may support SRL, but there is insufficient evidence to confirm their uniform implementation across lessons or to distinguish voluntary self-direction from compliance with assignments in every case. Their importance is best discussed as potential scaffolds that require observable student uptake. Documentation of goals, individual progress checks, and student revisions would strengthen subsequent evaluations.

Goal-setting guidance represents an essential component of metacognitive regulation. Teachers encouraged students to establish specific academic objectives and understand expected learning outcomes. Schunk (2005) explains that self-regulated learning involves processes through which learners direct their thoughts, feelings, and actions toward achieving personal goals.

The findings suggest that teacher-supported goal setting provided students with clearer academic direction. However, effective self-regulation requires learners to move beyond understanding teacher-defined objectives toward independently selecting strategies and evaluating progress.

Motivational reinforcement represented another important instructional strategy. Teachers provided encouragement, appreciation, and explanations connecting Islamic Cultural History with everyday experiences. These practices were intended to strengthen students' interest and willingness to participate.

Wolters (2003) emphasizes that motivational regulation involves strategies through which learners maintain effort and engagement during academic activities. Similarly, Mega et al. (2014) demonstrate that motivation, emotions, and self-regulated learning contribute to academic achievement through interconnected psychological processes.

The motivational practices observed at MAS Al Ittihadiyah Medan may therefore provide a supportive environment for developing learning persistence. Nevertheless, encouragement originating from teachers should be distinguished from students' independent capacity to regulate their motivation when external reinforcement is unavailable.

Active learning constituted the third strategy. Discussions, presentations, assignments, and questioning activities encouraged students to participate in constructing knowledge. Teachers also directed students to consult additional information sources when encountering unfamiliar historical concepts.

These practices are consistent with research emphasizing the importance of explicit learning strategy instruction. Dignath and Büttner (2008) demonstrate that interventions designed to foster self-regulated learning can support students' academic development, although their effectiveness varies according to instructional characteristics and educational contexts.

Dignath et al. (2008) similarly identify the importance of structured self-regulation training in helping students develop learning strategies. Donker et al. (2014) further demonstrate that learning strategy instruction can improve academic performance, particularly when strategies are appropriately integrated into educational activities.

These findings provide theoretical support for the instructional approaches described by participants. However, the present study did not implement an experimental intervention or measure strategy effectiveness quantitatively. Consequently, its findings demonstrate how teachers employed these approaches rather than establishing their independent effects on academic achievement.

The fourth strategy involved continuous assessment and feedback. Teachers used quizzes, assignments, classroom participation, and daily evaluations to monitor students' progress.

These practices offered opportunities to identify comprehension difficulties and reconsider instructional approaches.

Veenman et al. (2006) emphasize the importance of metacognitive knowledge and Islamic Cultural Historylls in monitoring and regulating learning activities. From this perspective, assessment becomes particularly valuable when students are encouraged to interpret feedback and independently adjust their learning strategies.

Panadero (2017) also highlights the importance of understanding self-regulated learning through multiple theoretical models that integrate cognitive, motivational, and contextual dimensions. The findings illustrate this multidimensional character because teachers combined goal setting, motivation, active participation, and reflection rather than relying on a single instructional technique.

The integration of these strategies is particularly relevant to Islamic Cultural History. Students must organize historical information, understand chronological developments, interpret historical relationships, and reflect on ethical lessons. Independent reading, discussion, note-taking, and reflective evaluation can support these learning demands.

Importantly, the findings indicate that teachers' strategies were implemented through recurring classroom practices rather than a formally documented self-regulation training program. This distinction limits conclusions regarding implementation consistency and long-term effectiveness.

Overall, the study suggests that the strategies employed by Islamic Religious Education teachers created opportunities for developing students' self-regulatory capacities. Their educational significance lies in combining structured instructional guidance with increasing opportunities for independent learning.

Future instructional improvements could emphasize explicit student learning plans, individual progress records, structured self-assessment, and systematic reflection. Such practices would make students' self-regulatory development more observable and provide stronger evidence for evaluating its relationship with academic achievement.

Analysis of Students' Learning Outcomes in Islamic Cultural History

Accounts from teachers and administrators suggest that pupils who display initiative are often perceived as academically better prepared. Because those perceptions are not linked to the students' own achievement records, the study cannot evaluate a measurable association between an SRL indicator and an individual score. The reported 78.85% mastery rate describes overall attainment in preliminary records and is not a before-and-after outcome. The analysis thus focuses on perceived academic readiness and specific learning practices rather than improvement demonstrated by statistical or longitudinal comparison.

The preliminary institutional material reports 78.85% of students meeting the school's mastery criterion and 21.15% not meeting it. Neither the assessed headcount nor the minimum cutoff, dates, and score distribution are reproduced in the manuscript. The percentages should remain descriptive pending verification. In particular, they cannot be linked to the four student

interviewees or used to infer that SRL-related guidance changed achievement. Any breakdown by grade, attendance, or individual learning behavior would require original records not supplied for this revision.

From a theoretical perspective, the relationship between self-regulated learning and academic achievement has received substantial empirical attention. Dent and Koenka (2016), through a meta-analysis, demonstrate a positive relationship between self-regulated learning and academic achievement across childhood and adolescence.

Broadbent and Poon (2015) review online higher education rather than Indonesian senior-secondary Islamic Cultural History classrooms. Their study offers a general perspective on SRL strategies, but its participants, setting, and learning conditions differ from this case. The discussion should therefore use it as contextual literature, not direct confirmation of the local findings. Research involving secondary-school learners provides a closer comparison when interpreting teacher scaffolding and self-regulatory behavior.The present findings are consistent with this literature insofar as students who organized notes, participated in discussions, and sought additional learning resources were perceived as demonstrating stronger academic readiness.

However, the qualitative design does not establish whether these behaviors directly caused higher achievement. Students' academic performance may also reflect prior knowledge, instructional quality, assessment practices, access to learning resources, and individual learning circumstances.

One particularly relevant finding concerned students' note-taking practices. A grade XI student described recording important historical information and reviewing these notes before examinations. This behavior represents a practical form of information organization and academic preparation. Zimmerman (2002) identifies strategic learning behavior as an important feature of self-regulated learners. Students who actively organize and review instructional materials demonstrate greater engagement in managing learning tasks than those who depend exclusively on classroom explanations. Another significant finding involved help-seeking behavior. Students were encouraged to ask questions, consult additional books, and access online resources when encountering difficulties. Such activities suggest that learning independence does not necessarily require students to work without assistance. Rather, effective self-regulation may involve recognizing limitations and selecting appropriate resources to address learning challenges. Pintrich (2004) emphasizes that self-regulated learning incorporates behavioral and contextual processes, including learners' management of available learning environments.

The findings also identified motivational engagement as an important dimension of learning outcomes. Students described enjoying interactive classroom activities and appreciating the moral lessons contained in Islamic historical narratives. This observation suggests that successful Islamic Cultural History instruction should be understood beyond numerical assessment results. Learning outcomes also include students' historical understanding, intellectual engagement, and ability to interpret ethical values. Boekaerts (1999) emphasizes that self-regulated learning involves interactions among cognitive processes, motivational priorities, and emotional experiences. Consequently, students' interest in Islamic Cultural History may support sustained engagement with instructional materials.

Nevertheless, positive attitudes and participation should not automatically be interpreted as evidence of measurable academic improvement. The available research documentation did not provide systematic comparisons of students' individual assessment scores before and after the implementation of specific instructional strategies.

The source materials support a distinction between participants' perceptions of academic readiness and documented achievement change. Descriptions of note-taking, independent reading, questioning, and reviewing notes are relevant SRL practices, but they were not tied to individual test scores. No causal or quantified relationship should be asserted. The preliminary mastery figure also lacks complete contextual documentation, so its interpretation is limited to an unverified descriptive school-level report.

The results also highlight the importance of addressing differences among students. The 21.15% who did not achieve the school's mastery criteria may require additional academic guidance, differentiated instructional support, and opportunities to strengthen learning strategies. In this respect, self-regulated learning should be viewed as a developmental competency that teachers can support through sustained guidance rather than an ability that students are expected to possess automatically.

Overall, the study contributes contextual evidence concerning teacher-supported self-regulated learning within Islamic Cultural History instruction. The findings suggest that independent preparation, strategic note-taking, information seeking, active participation, and reflective evaluation are relevant to students' academic experiences. The educational implication is that improving Islamic Cultural History learning outcomes requires attention to both instructional quality and students' capacity to manage their learning processes. Continued assessment and systematic documentation would provide stronger evidence concerning the extent to which self-regulated learning contributes to measurable academic improvement.

CONCLUSIONS

This case study identifies how Islamic Cultural History teachers at MAS Al Ittihadiyah Medan encourage self-regulated learning through goal-related guidance, motivational reinforcement, discussion and information seeking, and formative feedback. Student accounts illustrate selected behaviors such as organizing notes, revisiting material, and seeking additional learning resources, although independent planning, monitoring, and self-evaluation were not systematically documented for every participant. Preliminary records indicate 78.85% mastery and 21.15% non-mastery, but the assessed headcount, evaluation period, and mastery threshold were not specified in the available manuscript. These percentages cannot establish improvement or be matched to the four interviewed students. The contribution of the study is therefore a context-specific account of teacher scaffolding and selected learner responses, rather than evidence that such strategies caused better academic results. The small, purposive student group, limited procedural documentation, and absence of comparable individual achievement records restrict broader inference. Future work should document dated classroom observations, student-set targets, monitoring and reflection records, and verified achievement measures to assess the development of SRL and its possible relationship with learning outcomes.

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