

Background: *Medical students are required to possess self-regulated learning (SRL) abilities to manage academic workload and stress during their education. Religious values are considered capable of enhancing SRL in students. In Indonesia, many medical education institutions integrate faith-based values into their curricula. This study investigated the influence of such programs on SRL levels, comparing first-year and fourth-year students.*

Aims: *The primary aim was to identify the relationship between Islamic Religiosity-Based Learning and changes in SRL levels among first-year and fourth-year undergraduate medical students. A secondary aim was to observe differences in SRL levels between first-year and fourth-year medical students participating in Islamic Religiosity-Based Learning Programs.*

Methods: *A quantitative cross-sectional design was utilized. Data were collected from 740 undergraduate medical students from UNWAHAS, UNISULA, and UII, encompassing both first-year and fourth-year cohorts. The Centrality of Religiosity Scale (CRS-15) was used for religiosity measurement, and the Motivated Strategies for Learning Questionnaire (MSLQ) for SRL assessment. Non-parametric tests, including Mann-Whitney U, Chi-Square, and Kruskal-Wallis, were applied due to the ordinal nature of the data.*

Results: *A relationship between Islamic religiosity-based learning and SRL was observed. No significant association was found in first-year students of UNWAHAS ($p=0.077$) and UII ($p=0.374$). However, a significant positive relationship emerged in fourth-year students across all three universities (UNWAHAS: $p=0.004$; UNISULA: $p=0.001$; UII: $p=0.002$). Religiosity and SRL generally increased in later semesters, with significant differences noted among universities ($p=0.000$ for both), UNISULA exhibiting the highest mean scores.*

Conclusion: *The relationship between Islamic religiosity-based learning and SRL in medical students evolves, becoming significant and positive in later academic stages, correlating with increased levels of both. Significant differences in religiosity and SRL were observed among universities, with UNISULA demonstrating the highest means, reflecting the influence of institutional approaches, curriculum, and student backgrounds.*

Keywords: *Religiosity, Self-regulated learning, Medical Education, Islamic-based learning, Undergraduate Students*

ABSTRAK

Latar belakang: Mahasiswa kedokteran dituntut untuk memiliki *self regulated learning* (SRL) untuk menghadapi beban belajar dan stress selama proses pendidikan. Nilai-nilai religius dianggap mampu meningkatkan SRL pada mahasiswa. Di Indonesia, banyak institusi pendidikan kedokteran yang mengintegrasikan nilai-nilai keimanan dalam kurikulum. Studi ini menguji pengaruh program tersebut terhadap tingkat SRL, membandingkan mahasiswa semester 1 dan 7

Tujuan: Mengidentifikasi hubungan antara Pembelajaran Berbasis Religiusitas Islam dengan perubahan tingkat SRL sarjana kedokteran semester 1 dan 7. Melihat perbedaan tingkat SRL antara mahasiswa kedokteran tahun pertama dan keempat yang mengikuti Program Pembelajaran Berbasis Religiusitas Islam.

Metode: Desain kuantitatif *cross-sectional* digunakan pada 740 mahasiswa sarjana kedokteran dari UNWAHAS, UNISULA, dan UII pada tahun pertama dan keempat. Data dikumpulkan dengan Centrality of Religiosity Scale (CRS-15) untuk religiusitas dan Motivated Strategies for Learning Questionnaire (MSLQ) untuk SRL. Uji non-parametrik (Mann-Whitney U, Chi-Square, Kruskal-Wallis) diterapkan karena data ordinal.

Hasil: Ditemukan hubungan antara pembelajaran berbasis religiusitas Islam dan SRL. Tidak ada hubungan signifikan pada mahasiswa semester 1 UNWAHAS ($p=0,077$) dan UII ($p=0,374$). Namun, hubungan positif yang signifikan muncul pada mahasiswa semester 7 di ketiga universitas (UNWAHAS: $p=0,004$; UNISULA: $p=0,001$; UII: $p=0,002$). Religiusitas dan SRL umumnya meningkat di semester akhir, dengan perbedaan signifikan antar universitas ($p=0,000$ untuk keduanya), UNISULA menunjukkan rerata tertinggi.

Kesimpulan: Hubungan pembelajaran berbasis religiusitas Islam dan SRL mahasiswa kedokteran berkembang, menjadi signifikan dan positif di tahap akhir pendidikan, berbanding lurus dengan peningkatan keduanya. Terdapat perbedaan signifikan religiusitas dan SRL antar universitas, UNISULA tertinggi, mencerminkan pengaruh pendekatan institusional, kurikulum, dan latar belakang mahasiswa.

Kata kunci: Religiusitas, *Self-regulated learning*, Pendidikan Kedokteran, Pembelajaran Berbasis Islam, Mahasiswa Sarjana