Islamic Self-Regulated Learning on Gender Differences in Prospective College Lecturers

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ABSTRACT

The need to understand how Islamic principles and self-regulated learning (SRL) interact, particularly in the context of the learning experiences of prospective college lecturers, as well as how gender differences in self-regulated learning practices among prospective college lecturers can be addressed. By understanding this, we can develop effective strategies and interventions to support their professional development and enhance the quality of teaching and learning in higher education institutions. This research utilizes a Systematic Literature Review (SLR). Islamic self-regulated learning (SRL) is pivotal in shaping the educational landscape, particularly concerning prospective college lecturers and their gender dynamics within Islamic frameworks. Both men and women engage in self-awareness and intention setting, aligning their educational pursuits with Islamic principles. Goal setting extends beyond academia, encompassing spiritual and moral aspirations, tailored to their respective roles in the community. While monitoring progress and adjusting strategies are inherent, gendered approaches emerge influenced by societal norms. Seeking guidance from Islamic sources is universal, yet interpretations may diverge based on gender roles and cultural contexts. Integration of Islamic values into teaching underscores their shared commitment, albeit through nuanced expressions shaped by individual experiences and perspectives.
Keywords: Islamic Self-Regulated Learning; Gender Differences; Prospective College Lecturers

A. INTRODUCTION

Islamic self-regulated learning (SRL) has gained increasing attention in educational research, particularly in understanding how individuals, guided by Islamic principles, regulate their learning processes to achieve academic success. Within this realm, investigating gender differences in prospective college lecturers becomes crucial as it sheds light on potential variations in learning strategies, attitudes, and outcomes between male and female educators-to-be. (Ardiansyah, Yusuf, Subagya, & Atmojo, 2023) This exploration not only contributes to the broader understanding of SRL within an Islamic framework but also holds significance for educational institutions striving for gender inclusivity and equality in teacher training programs. In many Islamic societies, the roles and expectations associated with gender can significantly influence educational trajectories. While Islam promotes equal opportunities for learning and education for both genders, (Economics, Aprilisa, & Irawan, 2023)societal norms and cultural dynamics may shape individuals' educational experiences differently. Therefore, understanding how male and female prospective college lecturers engage in self-regulated learning practices within an Islamic context becomes imperative for promoting equitable educational opportunities and fostering diversity within academia.(Parveen & Jan, 2023)

The role of gender in self-regulated learning has been extensively researched in various educational contexts worldwide. However, within the specific framework of Islamic education, there remains a gap in understanding how gender influences self-regulated learning processes, particularly among individuals aspiring to become college lecturers.(Guo, 2021) By addressing this gap, researchers can gain insights into the unique challenges and opportunities faced by male and female prospective educators in Islamic higher education institutions. Investigating gender differences in self-regulated learning among prospective college lecturers aligns with broader discussions on gender equity and diversity in academia. (Irawan, Putro, & S, 2023)As educational institutions strive to create inclusive environments that support the professional development of all educators, it becomes essential to identify and address any disparities that may exist in learning approaches and outcomes based on gender. By examining these differences within an Islamic context, researchers can provide valuable recommendations for teacher training programs aimed at nurturing the diverse talents and capabilities of future educators.(Ben-Eliyahu, 2017)

The intersection of Islamic principles and self-regulated learning also offers a distinctive perspective on educational practices and pedagogies. Islamic teachings emphasize the importance of self-discipline, reflection, and continuous improvement, all of which are fundamental aspects of self-regulated learning. Exploring how these principles manifest in the

learning experiences of male and female prospective college lecturers can enrich our understanding of SRL from a cultural and religious standpoint. Additionally, addressing gender differences in prospective college lecturers' self-regulated learning practices can have practical implications for educational policy and practice. (Liu, He, Zhao, & Hong, 2021)By identifying effective strategies and interventions tailored to the needs of male and female educators-to-be, institutions can better support their professional development and enhance the quality of teaching and learning in higher education settings. This research endeavor, therefore, holds promise for advancing both theoretical knowledge and practical applications in the field of Islamic education and teacher training.(Wolters, Iaconelli, Peri, Hensley, & Kim, 2023)

B. METHOD

This research utilizes a Systematic Literature Review (SLR). A systematic literature review is a type of secondary research that employs transparent methodology to identify, evaluate, and interpret all relevant evidence related to a specific research question in a fair and (to some extent) consistent and replicable manner. A systematic literature review is a formal method for synthesizing data from primary studies related to the research question. This method employs a qualitative descriptive approach. The research procedure includes data collection, analysis, and drawing conclusions. All collected data consist of primary data published in the form of articles and national journals listed and indexed by Sinta. The next step involves sorting the articles based on inclusion criteria. Only relevant articles that meet the inclusion criteria will be used in the study.(Ali, 2020)

C. RESULT AND DISCUSSION

Findings: Islamic Self-Regulated Learning on Gender Differences in Prospective College Lecturers

Islamic self-regulated learning (SRL) refers to the process by which individuals take control of their own learning, guided by Islamic principles and values. (Mutiah, Paulina, & Putra, 2023)When examining gender differences in prospective college lecturers, Islamic SRL can play a significant role in understanding how individuals, particularly men and women, approach their learning and teaching roles within the framework of Islamic beliefs and practices. Here's how Islamic SRL might influence gender differences in prospective college lecturers:

Self-awareness and intention setting

Islamic teachings emphasize the importance of self-awareness and intention setting in all actions, including learning and teaching. Prospective college lecturers, both male and female, may engage in self-reflection to understand their strengths, weaknesses, and areas for improvement. They may set intentions aligned with Islamic values such as seeking knowledge to benefit others and serving their communities through education. (Irawan, Roni, & Putro, 2021)In Islamic teachings, the significance of self-awareness and intention-setting in every action, including the process of learning and teaching, is highly emphasized. Prospective college lecturers, both men and women, can engage in self-reflection to understand their strengths, weaknesses, and areas for improvement. They can establish intentions aligned with Islamic values such as seeking knowledge for the benefit of others and serving the community through education.(Roick & Ringeisen, 2018)

One relevant verse is from Surah Al-Mujadila (58:11):

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِي ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Mean: O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

A hadith that underscores the importance Surah Al-Mujadila (58:11):of intention in every action is narrated by Abu Hurairah:

قال النبي محمد ﷺ: "إن الأعمال بالنيات، وإنما لكل امرئ ما نوى. فمن كانت هجرته إلى الله ورسوله، فهجرته إلى الله ورسوله، ومن كانت هجرته إلى دنيا يصيبها أو امرأة ينكحها، فهجرته إلى ما هاجر إليه". (رواه البخاري ومسلم)

Mean: The Prophet Muhammad ﷺ said: "Verily, actions are judged by intentions, and everyone will get their due according to what they intended. So whoever migrates for Allah and (Irawan, 2557)His Messenger, then his migration is for Allah and His Messenger. And whoever migrates for worldly gain or to marry a woman, then his migration is for what he migrated for." (Historical hadith by Bukhari and Muslim)

Thus, self-awareness and correct intention-setting will assist prospective lecturers in strengthening their moral and spiritual foundations and serving the community with dedication in the field of education.

Goal setting and planning

Islamic SRL involves setting goals that are not only academic but also spiritual and moral. Male and female prospective college lecturers may set similar academic goals, such as obtaining advanced degrees or improving teaching skills. However, they may also have distinct goals related to their roles within the community and how they can contribute to Islamic education and values through their teaching. (Lazarus, 2021)Islamic Self-Regulated Learning (SRL) encompasses a holistic approach, incorporating academic, spiritual, and moral dimensions into goal-setting. Both male and female prospective college lecturers are encouraged to establish academic objectives, such as pursuing advanced degrees or honing teaching techniques, as part of their professional development. However, Islamic SRL goes beyond mere academic aspirations, urging educators to consider their roles within the broader community and how they can contribute to the advancement of Islamic education and values through their teaching endeavors.

In setting academic goals, individuals are encouraged to draw inspiration from the Quran, where Allah commands believers to seek knowledge and understanding. One such verse is from Surah Al-Zumar (39:9):

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْءَاخِرَةَ وَيَرْجُوا۟ رَحْمَةَ رَبِّهِۦ قُلْ هَلْ يَسْتَوِي ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَّ إِنَّمَا يَتَذَكَّرُ أُو۟لُوا۟ ٱلْأَلْبَٰبِ

Mean: "Are those who know equal to those who do not know? Only they will remember [who are] people of understanding."

This verse underscores the importance of knowledge and education in Islam, emphasizing that those who seek knowledge are elevated in status. Furthermore, hadith literature provides guidance on the significance of intention and purpose behind academic pursuits. The Prophet Muhammad ﷺ emphasized the value of intention in actions, including educational endeavors. As narrated by Abu Hurairah:

قال النبي محمد ﷺ: "إن الأعمال بالنيات، وإنما لكل امرئ ما نوى. فمن كانت هجرته إلى الله ورسوله، فهجرته إلى الله ورسوله، ومن كانت هجرته إلى دنيا يصيبها أو امرأة ينكحها، فهجرته إلى ما هاجر إليه". (رواه البخاري ومسلم)

Mean; The Prophet Muhammad ﷺ said: "Verily, actions are judged by intentions, and everyone will get their due according to what they intended. So whoever migrates for Allah and His Messenger, then his migration is for Allah and His Messenger. And whoever migrates for worldly gain or to marry a woman, then his migration is for what he migrated for." (Historical hadith by Bukhari and Muslim)

This hadith highlights the importance of aligning academic goals with noble intentions, such as seeking knowledge to benefit oneself and others, and ultimately to serve Allah. Moreover, in the context of Islamic SRL, prospective lecturers are encouraged to integrate spiritual and moral goals into their educational endeavors. This may involve fostering an environment of inclusivity, empathy, and compassion within the classroom, reflecting the teachings of Islam on kindness and justice. By incorporating these values into their teaching practices, educators can contribute to the holistic development of students and promote a culture of ethical conduct and social responsibility.(Anazifa, Limiansi, & Pratama, 2023) In conclusion, Islamic SRL encourages prospective college lecturers to set goals that encompass not only academic achievements but also spiritual and moral growth. By aligning their aspirations with Islamic principles and values, educators can fulfill their roles as stewards of knowledge and contribute positively to the betterment of society.

Self-monitoring and regulation

In Islamic SRL, individuals continuously monitor their progress and adjust their learning strategies as needed. Male and female prospective college lecturers may exhibit different approaches to self-monitoring and regulation based on cultural and societal norms.(Rohman, Riyadi, & Indriati, 2020) For example, women may prioritize collaborative learning and seek support from peers and mentors, while men may focus more on individual study and self-directed learning. Many Islamic cultures emphasize respect for gender differences and reinforce collaborative values. The Quranic verse underscores the importance of cooperation and support among individuals, as stated in Surah Al-Ma'idah (5:2):

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ لَا تُحِلُّواْ شَعَـٰٓئِرَ ٱللَّهِ وَلَا ٱلشَّهْرَ ٱلْحَرَامَ وَلَا ٱلْهَدْىَ وَلَا ٱلْقَلَـٰٓئِدَ وَلَآ ءَآمِّينَ ٱلْبَيْتَ ٱلْحَرَامَ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَٰنًا ۚ وَإِذَا حَلَلْتُمْ فَٱصْطَادُواْ ۚ وَلَا يَجْرِمَنَّكُمْ شَنَـَٔانُ قَوْمٍ أَن صَدُّوكُمْ عَنِ ٱلْمَسْجِدِ ٱلْحَرَامِ أَن تَعْتَدُواْ ۘ وَتَعَاوَنُواْ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُواْ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُواْ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ

Mean: O you who have believed, do not violate the rites of Allah or [the sanctity of] the sacred month or [neglect the marking of] the sacrificial animals and garlanding [them] or [violate the safety of] those coming to the Sacred House seeking bounty from their Lord and [His] approval. But when you come out of ihram, then [you may] hunt. And do not let the hatred of a people for having obstructed you from al-Masjid al-Haram lead you to transgress. And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty.

Women in Islamic culture are often encouraged to prioritize collaborative learning and seek support from peers and mentors. They tend to benefit from group discussions, collaborative projects, and idea exchanges with fellow students or lecturers. This approach aligns with the social values and empathy emphasized in Islamic teachings, reinforcing the concept of mutual assistance and support among believers. On the other hand, men in Islamic societies may lean towards more independent and self-directed learning. While not absolute, patriarchal culture in some communities can influence views on learning and self-development. Quranic verses also emphasize individuals' responsibility to take charge of their own actions and earnestly seek knowledge. For instance, Surah Al-Zumar (39:18) states:

ٱلَّذِينَ يَسْتَمِعُونَ ٱلْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُۥٓ أُو۟لَٰٓئِكَ ٱلَّذِينَ هَدَىٰهُمُ ٱللَّهُ وَأُو۟لَٰٓئِكَ هُمْ أُو۟لُوا۟ ٱلْأَلْبَٰبِ

Mean: Who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding.

In the context of learning, this verse emphasizes individuals' responsibility to listen, understand, and follow the best path in pursuing knowledge. For many Muslim men, focusing on individual study and self-directed learning may be more aligned with interpreting these values. Thus, in the context of SRL within Islam, individuals, both men and women, have the freedom to develop learning approaches that suit their needs, preferences, and cultural norms. This aligns with Islamic principles that emphasize the importance of knowledge, collaboration, and appreciation for diversity in the learning process.(Schwam, Greenberg, & Li, 2020)

Seeking guidance from Islamic sources

Both male and female prospective college lecturers may turn to Islamic sources such as the Quran, Hadith (sayings of the Prophet Muhammad), and Islamic scholars for guidance in their academic and professional endeavors. However, they may interpret and apply these sources differently based on their gender roles and cultural backgrounds. Prospective college

lecturers, whether male or female, often turn to Islamic sources such as the Quran, Hadith (sayings of the Prophet Muhammad), and the works of Islamic scholars for guidance in their academic and professional pursuits. These foundational texts and teachings serve as a source of moral and ethical guidance, shaping their approach to teaching, research, and interaction with colleagues and students. However, the interpretation and application of these sources can vary significantly based on individuals' gender roles and cultural backgrounds.(Seli & Dembo, 2019)

In many Islamic societies, gender roles are deeply entrenched and influence various aspects of life, including education and professional endeavors. Traditionally, men have been perceived as the primary providers and decision-makers, while women are often expected to prioritize domestic responsibilities and family obligations. These societal expectations can impact how male and female prospective college lecturers engage with Islamic sources in their academic and professional lives. For male lecturers, Islamic teachings may be interpreted through the lens of patriarchal norms, which emphasize authority and leadership roles. They may look to the Quran and Hadith for guidance on how to fulfill their responsibilities as educators and scholars, striving to embody qualities such as wisdom, fairness, and compassion in their interactions with students and colleagues. Islamic scholars' interpretations of these texts may emphasize the importance of male leadership in education and encourage men to take on prominent roles within academic institutions.(Pachler, Kuonath, & Frey, 2019)

On the other hand, female lecturers may approach Islamic sources with a different perspective, particularly in societies where gender equality is actively promoted. While they also seek guidance from the Quran and Hadith, their interpretation may focus on principles of equity, justice, and empowerment. Islamic teachings that emphasize the value of education for both men and women may resonate strongly with female lecturers, inspiring them to pursue their academic and professional goals with confidence and determination. Female lecturers may draw inspiration from the examples of prominent female figures in Islamic history, such as Fatimah al-Zahra, the daughter of the Prophet Muhammad, who is revered for her knowledge, piety, and leadership qualities. They may also look to contemporary female Islamic scholars and educators for guidance on navigating challenges and advocating for gender equality within academia.

In multicultural and diverse societies, the interpretation of Islamic teachings among prospective college lecturers may also be influenced by cultural backgrounds and experiences.

Individuals from different cultural backgrounds may bring unique perspectives to their understanding of Islamic sources, enriching discussions and promoting greater inclusivity within academic settings. Both male and female prospective college lecturers seek guidance from Islamic sources in their academic and professional endeavors, but their interpretation and application of these teachings may vary based on their gender roles, cultural backgrounds, and societal norms. By embracing diversity and promoting inclusive interpretations of Islamic teachings, academic institutions can foster an environment where all lecturers can thrive and contribute positively to the advancement of knowledge and scholarship.

Integration of Islamic values into teaching practices

Islamic SRL emphasizes the integration of Islamic values into all aspects of learning and teaching. Male and female prospective college lecturers may incorporate Islamic principles such as justice, compassion, and humility into their teaching practices, but they may do so in ways that reflect their unique perspectives and experiences as men and women. Islamic SRL, or Islamic Student Resource Learning, stands as a beacon of educational philosophy that champions the seamless integration of Islamic values into every facet of learning and teaching. At its core, this approach seeks to imbue educational endeavors with the timeless principles and teachings of Islam, fostering a holistic educational environment where students and educators alike are guided by the tenets of their faith. Central to this ethos is the recognition that both male and female prospective college lecturers possess the capacity to infuse their teaching practices with Islamic principles such as justice, compassion, and humility.(Kim, 2022)

Within the framework of Islamic SRL, male and female educators are encouraged to draw upon their distinct perspectives and experiences in incorporating Islamic values into their pedagogical methods. While the overarching goal remains consistent—to instill a deep-rooted understanding and appreciation for Islamic ethics and morals—individual lecturers are afforded the flexibility to express these principles in ways that resonate with their own unique identities and backgrounds. This approach not only enriches the educational experience but also celebrates the diversity inherent within the Muslim community.(Mutawa & Sruthi, 2023)

For male lecturers within Islamic SRL, integrating Islamic values into their teaching practices often involves drawing parallels between traditional Islamic teachings and contemporary issues. By contextualizing lessons within the framework of Islamic principles, educators can foster critical thinking skills and encourage students to apply these values in their

everyday lives. Whether discussing topics of social justice, environmental stewardship, or ethical decision-making, male lecturers have the opportunity to demonstrate how Islamic teachings offer guidance and solutions to contemporary challenges. Similarly, female lecturers within Islamic SRL play a vital role in shaping the educational landscape through their unique perspectives and insights. By incorporating Islamic values into their teaching methods, female educators can create inclusive learning environments that empower students to embrace their faith identity. Through storytelling, personal anecdotes, and collaborative learning experiences, female lecturers can illustrate the relevance of Islamic principles in navigating the complexities of the modern world. Moreover, by serving as role models for female students, these educators can inspire the next generation of Muslim leaders and scholars to confidently assert their voices within academia and beyond.(Imran & Mardhiah, 2023)

Furthermore, the integration of Islamic values into teaching practices within Islamic SRL extends beyond the confines of the classroom. Through community engagement initiatives, collaborative research projects, and extracurricular activities, educators have the opportunity to instill a sense of social responsibility and civic engagement rooted in Islamic ethics. By actively participating in service-learning opportunities and advocating for positive change within their communities, students and educators alike can embody the principles of compassion and service exemplified by the Prophet Muhammad (peace be upon him). In essence, Islamic SRL represents more than just an educational approach it is a transformative vision for learning that transcends boundaries and fosters a deep connection between faith and knowledge. By empowering male and female educators to integrate Islamic values into their teaching practices, this philosophy nurtures a generation of critical thinkers, compassionate leaders, and ethical stewards who are guided by the timeless principles of Islam. As Islamic SRL continues to evolve and expand, it serves as a testament to the enduring relevance of Islamic teachings in shaping the future of education and society at large.(Hong, Lee, & Ye, 2021)

Discussion: Islamic Self-Regulated Learning on Gender Differences in Prospective College Lecturers

Education in the context of Islam not only emphasizes the acquisition of knowledge but also the development of strong character and leadership, capable of guiding individuals in various aspects of life, including self-regulated learning (SRL). Gender differences in the process of learning and teaching become an important focus in preparing prospective college

lecturers, especially within the Islamic education system that considers cultural aspects and gender values. In Islam, education is a right for every individual regardless of gender; however, understanding gender differences is key to exploring effective and inclusive learning approaches. In the context of SRL, gender differences can influence how individuals set goals, manage time, and employ learning strategies. Studies indicate that females tend to have more reflective and organized learning approaches, while males lean towards more competitive and goal-focused approaches.

In the context of preparing prospective college lecturers, understanding gender differences in SRL is important to ensure that the adopted learning approaches can facilitate the maximum development of potential for all students, regardless of their gender. For example, in designing curriculum and learning materials, approaches that accommodate diverse learning styles and individual preferences can help ensure that female and male students can effectively engage in the learning process. Furthermore, in the Islamic context, values such as equality, fairness, and mercy serve as the foundation for inclusive and gender-just education. Therefore, the learning and teaching processes in Islamic-based college environments should integrate these values into SRL practices and teaching strategies. For instance, providing constructive and supportive feedback, as well as mentoring centered on care and empathy, can help reinforce these concepts in the context of higher education.

Moreover, the role of appropriate role models in the learning process is also crucial in the Islamic education context. Successful female prospective lecturers can serve as inspirations for other female students, helping to change traditional perceptions of gender roles in learning and academia. For example, providing space for women to openly share their experiences and learning strategies can help strengthen solidarity and support among female students in academic environments. In a broader context, higher education in Islam should aim to create an environment that promotes gender equality, where all individuals have equal opportunities to develop and contribute. This involves developing education policies and practices that are responsive to the needs and aspirations of all students, regardless of their gender. Thus, integrating a deep understanding of gender differences in SRL is key to ensuring the success of inclusive and gender-just learning and teaching processes in the context of Islamic higher education.

D. CONCLUSION

Based on the description of the Parscel Application development stages for Sharia learning media, several suggestions can be drawn to enhance the quality and effectiveness of the application. Firstly, during the analysis and design phase, it is essential to ensure that the image of the Febi building at IAIN Fattahul Muluk Papua used as the background is relevant to the learning material context. Additionally, attention should be paid to the color design and initial display to align with a visual concept that supports the understanding of Sharia contract concepts. Proper integration of images and color design can enhance user appeal and engagement.

Islamic self-regulated learning (SRL) is pivotal in shaping the educational landscape, particularly concerning prospective college lecturers and their gender dynamics within Islamic frameworks. Both men and women engage in self-awareness and intention setting, aligning their educational pursuits with Islamic principles. Goal setting extends beyond academia, encompassing spiritual and moral aspirations, tailored to their respective roles in the community. While monitoring progress and adjusting strategies are inherent, gendered approaches emerge influenced by societal norms. Seeking guidance from Islamic sources is universal, yet interpretations may diverge based on gender roles and cultural contexts. Integration of Islamic values into teaching underscores their shared commitment, albeit through nuanced expressions shaped by individual experiences and perspectives.

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