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THE INFLUENCE OF PERSONALITY, BEHAVIOR, AND ENVIRONMENT ON SELF-REGULATED LEARNING OF STUDENTS

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Personality, behavior, environment, self-regulated learning.

Abstract:
Analyzing the influence of personality, behavior, and environment on students' self-regulated learning at Madrasah Aliyah Negeri 1 Medan is the objective of this study. The approach used in this study is quantitative with a survey method. The determination of the number of samples is based on the Krejcie and Morgan table, which indicates that the population used is 601 students, so that 234 respondents will be obtained as research samples. Data were collected using a questionnaire instrument, then analyzed through statistical tests to determine the relationship and influence between variables. Based on the results of the research that has been conducted, it was found that the student's personality variable significantly has a positive impact on their ability to carry out self-regulated learning with a path coefficient value of 0.474, p-value 0.000, and t-statistic 5.024. The behavioral variable also has a positive and significant effect on self-regulated learning with a path coefficient value of 0.375, p-value 0.000, and t-statistic 5.763. Meanwhile, environmental variables have a positive but insignificant influence on self-regulated learning, as reflected by the path coefficient of 0.040, p-value of 0.618, and t-statistic of 0.499. The research findings indicate that personality is the variable with the highest coefficient value in influencing students' self-regulated learning. Thus, internal factors such as personality and behavior have a stronger contribution than environmental factors in improving students' ability to regulate and control their learning process independently.

KATA KUNCI
Kepribadian, perilaku, lingkungan, self-regulated learning.

Abstrak:
tujuan penelitian ini adalah menganalisis pengaruh kepribadian, perilaku, dan lingkungan terhadap pembelajaran mandiri siswa di Madrasah Aliyah Negeri 1 Medan. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan metode survei. Penentuan jumlah sampel didasarkan pada tabel Krejcie dan Morgan, yang menunjukkan bahwa populasi yang digunakan adalah 601 siswa, sehingga akan diperoleh 234 responden sebagai sampel penelitian. Data dikumpulkan menggunakan instrumen kuesioner, kemudian dianalisis melalui uji statistik untuk menentukan hubungan dan pengaruh antar variabel. Berdasarkan hasil penelitian yang telah dilakukan, ditemukan bahwa variabel kepribadian siswa secara signifikan berdampak positif terhadap kemampuannya dalam melakukan pembelajaran yang diatur sendiri dengan nilai koefisien jalur 0,474, nilai p 0,000, dan statistik-t 5,024. Variabel perilaku juga memiliki pengaruh positif dan signifikan pada pembelajaran yang diatur sendiri dengan nilai koefisien jalur 0,375, nilai p 0,000, dan statistik-t 5,763. Sementara variabel lingkungan memiliki pengaruh positif namun tidak signifikan terhadap pembelajaran yang diatur sendiri, tercermin dari koefisien jalur 0,040, nilai p 0,618, dan statistik-t 0,499. Temuan penelitian menunjukkan bahwa kepribadian merupakan variabel dengan nilai koefisien tertinggi dalam mempengaruhi pembelajaran siswa yang diatur sendiri. Dengan

demikian, faktor internal seperti kepribadian dan perilaku memiliki kontribusi yang lebih kuat daripada faktor lingkungan dalam meningkatkan kemampuan siswa untuk mengatur dan mengendalikan proses belajarnya secara mandiri.

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INTRODUCTION

Self-regulated learning is an individual's ability to manage their own learning methods to achieve optimal academic goals. Someone who manages their own learning methods will find it easier to manage their thoughts, behaviors, and even emotions while studying and achieve the desired results. Self-regulated learning emphasizes the importance of personal responsibility in learning activities, so that students are not solely dependent on teacher direction but are able to organize their own strategies. Self-regulated learning is important in fostering independence, discipline, and academic competitiveness in students in today's modern educational context.

Self-regulated learning was first introduced by Zimmerman (1989), who stated that independent students are able to control their behavior, motivation and learning environment. According to (Bembenutty, Kitsantas, and Cleary 2013), self-regulated learning refers to individuals who are able to organize, plan, and evaluate themselves in the learning process. Students who are able to organize themselves and reflect themselves as independent and competent learners.

Self-regulated learning is an understanding of how students take responsibility for their own learning activities and can generate thoughts, actions and feelings that have been designed regularly to achieve student learning targets. (Ghimby, 2022). Therefore, self-regulated learning has a crucial role in education to create independent and competitive students.

However, empirical conditions indicate that a large number of students in Indonesia exhibit low learning motivation. Based on findings from an interview with an educator at Madrasah Aliyah Negeri 1 Medan, it was discovered that some students tend to procrastinate completing assignments, lack focus during the learning process, and show minimal participation in class activities. Furthermore, students are still highly dependent on teacher direction and lack the awareness to manage their time or develop independent learning strategies. This condition reflects a low ability to self-regulate learning, which ultimately impacts academic achievement and the development of students' potential.

In general, there is a fact that in Indonesia around 41.7% of students show low enthusiasm for learning, many things that influence it, including internal factors, such as not believing in their own abilities, fear of failure, and limited vocabulary, in addition to external environmental factors including inadequate learning guidance and ineffective management of group activities. With this, special attention is

needed regarding the things that influence the low learning motivation shown by students in Indonesia (Mendora, et al., 2026).

Many factors influence low self-control, including personality. According to Alwisol (2019), personality encompasses dimensions such as neuroticism, extroversion, openness to experience, agreeableness, and conscientiousness. Two factors play a significant role in self-regulated learning, specifically conscientiousness and openness, from a personality perspective (Rosito,2018). Personality is a spontaneous response by an individual that presents different characteristics or traits from each individual, each individual has various and unique traits, many aspects influence it including emotional, affective, cultural environment, and also functional intelligence (Karim, 2020).

According to Schunk and Ertmer in (Hemasti, 2025), the better a person utilizes their knowledge, the better they will be at controlling their learning behavior. Therefore, the more mature a student's learning management is, the better their knowledge mastery and self-confidence will be. In addition to personality, a student's learning behavior is also an important reflection of their self-regulation abilities. Positive behaviors such as discipline, perseverance, and responsibility are indicators that a student is able to manage their learning activities well. According to Brutu (2024), there is a significant correlation between discipline and student learning achievement. The better a student's discipline, the higher their achievement and learning ability tend to be. Conversely, the lower their discipline, the lower their achievement and learning ability. Therefore, fostering good behavior is crucial for optimal achievement.

Behavior is a series of actions carried out by an individual in response to acquired habits. Individuals express their behavior through various interactions with their surroundings, manifested in understanding, actions, and deeds. Behavior is also defined as reactions, both internal and external. Students who exhibit positive behavior tend to demonstrate good learning morale, are skilled, and have high motivation. Conversely, if students exhibit passive and undirected behavior, it often becomes an obstacle to effective self-regulated learning (Ansori et al.,2024).

According to Kasingku and Lotulung (2024), disciplined behavior encourages students to develop self-regulated learning skills, namely the ability to regulate emotions and control themselves. This ability is crucial in improving academic achievement, as it allows students to be more focused and effective in the learning process. This is in line with the findings of Pelangi (2022), which describe a positive relationship and show a significant correlation between self-regulated learning skills and discipline. Therefore, the better the self-regulated learning skills, the more optimal the level of discipline students possess, and conversely, the lower the self-regulated learning skills, the lower the level of discipline. Furthermore, discipline plays a crucial role in the educational process, crucially influencing student achievement. Discipline not only complies with regulations but also plays a crucial role in self-regulation, strengthening perseverance, and improving responsibility in the learning process.

Furthermore, the environment also plays a crucial role in enhancing self-regulated learning. The environment also plays a significant role in shaping self-regulated learning. Both directly and indirectly, the school environment influences students' learning discipline (Hanifah et al., 2025), Not only the school environment but the family environment also plays a role, because parental support and teachings have a big influence on the child's learning process because they can increase motivation and responsibility for learning (Nita, Nurhijriah, & Azmin, 2024). Thus, a supportive environment both at home and at school will strengthen students' ability to manage their learning independently.

The social environment also plays a crucial role in shaping students' self-regulated learning. According to Paska (2020), self-regulated learning is simultaneously influenced by a positive social environment, including support from family, peers, and teachers. This is crucial for the development of students' self-regulated learning. Given the significant influence of teacher support on self-regulated learning, schools need to raise teachers' awareness of their crucial role. For example, teachers can create programs that increase student learning motivation by developing effective and non-monotonous learning environments, thereby encouraging students to be more motivated in their learning.

Based on the discussion above, we conclude that personality, behavior, and environment play a role in shaping students' self-regulated learning abilities. Given the low level of self-regulated learning awareness among students, empirical research is needed to understand the influencing factors. Therefore, the purpose of this study is to analyze the influence of personality, behavior, and environment on students' self-regulated learning at Madrasah Aliyah Negeri 1 Medan.

RESEARCH METHOD

This type of quantitative research is rooted in the philosophy of positivism, which believes that only rights can be measured and proven empirically and become a source of true knowledge (Waruwu,2023). Furthermore, Creswell (2023) explains that quantitative is an approach used to test a theory by measuring certain variables.

This research uses a quantitative research type where quantitative research is rooted in the philosophy of positivism, which believes that everything that can be measured can also be proven factually (empirically) which is considered real and is a source of true knowledge (Waruwu, 2023). According to Creswell (2023), quantitative research is an approach used to test a theory by measuring specific variables. This research approach is an ex post facto approach, demonstrating that changes in the independent variable have already occurred. Therefore, researchers are faced with the challenge of determining the cause-and-effect relationship of the observed phenomenon (Sappaile, 2010). This study aims to reveal the influence of personality, behavior, and environment as independent variables on self-regulated learning as the dependent variable. This study was conducted at Madrasah Aliyah

Negeri 1 Medan, located at Jl. Williem Iskandar No. 7 B Medan 20222, and was conducted in November 2025/2026.

According to Sugiyono (2016), a population can be defined as all individuals who possess certain characteristics and are the target of the research. These characteristics and numbers have been determined by the researcher to be studied so that conclusions can be drawn. A population encompasses all elements possessing certain characteristics relevant to the research problem, so that the analysis conducted on the population will reflect a true picture of the observed phenomenon. The population in this study was all 601 students of class XII of State Islamic Senior High School 1 Medan. The sample is a portion of the population that possesses specific characteristics in accordance with the standards specified in the research (Hidayat, 2021), In this study, the Krijcie and Morgan table determines the sample size. Based on this table, with a population of 601 students, a sample size of 234 students was obtained. The random sampling technique is a sample selection technique in this study, where each population has an equal probability of being selected as a research sample. With this technique, the selection process is carried out randomly without considering a particular order or pattern, so it is hoped that the sample obtained can represent the characteristics of the population more objectively and free from bias.

This study used a questionnaire as a data collection technique. A questionnaire is a data collection method that involves presenting a series of written questions or statements to respondents, which are then answered based on their opinions, attitudes, or experiences (Sugiyono, 2014). In line with Creswell's opinion (Sugiyono, 2016:230), a questionnaire is a data collection method that involves respondents as sources of information directly filling out a list of questions that have been provided. The questionnaire was prepared based on predetermined parameters for each research variable, then distributed to students via the WhatsApp application so that it could be filled out easily, quickly, and flexibly according to the respondent's condition. Then, this study analyzed the data using PLS-SEM (Partial Least Squares Structural Equation Modeling) with the support of SmartPLS software, because this method allows testing the relationship between latent variables simultaneously, both direct and indirect influences.

RESULT

Validity Test

Table 1 Uji Validitas

Indicator	X1	X2	X3	Y	Criteria
Opennes	0.822				Valid
	0.838				Valid
	0.681				Not Valid
Dicipline	0.585				Not Valid
	0.714				Valid
	0.812				Valid
Emotional Stability	0.822				Valid
	0.838				Valid

Indicator	X1	X2	X3	Y	Criteria
	0.681				Valid
Self Confident	0.585				Valid
	0.714				Valid
	0.812				Valid
Responsibility		0.826			Valid
		0.841			Valid
		0.742			Valid
Time Management		0.886			Valid
		0.872			Valid
		0.924			Valid
Self Control		0.873			Valid
		0.876			Valid
		0.527			Not Valid
School Environment			0.811		Valid
			0.851		Valid
			0.831		Valid
Family Environment			0.888		Valid
			0.817		Valid
			0.691		Not Valid
Community Environment			0.888		Valid
			0.884		Valid
			0.876		Valid
Independence				0.851	Valid
				0.786	Valid
				0.841	Valid
Awarenes				0.787	Valid
				0.842	Valid
				0.888	Valid
Learning Planning				0.870	Valid
				0.910	Valid
				0.694	Not Valid

Based on the instrument validity test results in Table 1, which were processed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS program, it is known that a number of statement indicators have met the validity criteria indicated by the outer loading value. In variables X1, X1.3 (0.681), X1.4 (0.585) were declared invalid and eliminated. In variables X2, X2.9 (0.527) was declared invalid and eliminated. Then, in variables X3 has one invalid variable and is declared eliminated, namely X3.6 (0.691). Meanwhile, in variables Y has one invalid variable and is declared eliminated, namely Y9 (0.694).

Judging from the results of the data analysis in Table 1, it can be seen that X1.3, X1.4, X2.9, X3.6, and Y9 have invalid indicator items. Therefore, these items were eliminated from the model and retested to ensure that the indicators meet the validity criteria standards and improve the overall model reliability.

Based on the table above regarding the influence of personality, behavior, and environment on self-regulated learning of students at Madrasah Aliyah Negeri 1 Medan, several findings were obtained that showed significant results. The analysis results show that personality variables have a positive influence on students' self-regulated learning with values ranging from 0.715 to 0.838. This value

indicates a strong relationship between personality aspects, such as openness, discipline, emotional stability, and self-confidence, with the development of students' self-regulated learning abilities.

Then, the behavioral variable appears to provide a crucial contribution in improving students' independent learning abilities, amounting to 0.742 to 0.886 indicator validity values indicating that behavior is in the good category and contributes to supporting students' abilities in organizing and managing their learning process independently.

Furthermore, the environmental variable has a validity value between 0.811 and 0.888. This value indicates that the environment, including school, family, and community, has a strong relationship with students' self-regulated learning. Therefore, it can be concluded that the environment plays a role in improving students' independent learning abilities.

Finally, for the aspect of students' self-regulated learning, which includes independence, awareness, and learning planning, the obtained values ranged from 0.786 to 0.910. These results further strengthen the research findings that personality, behavior, and environmental variables have a positive influence on the main variables studied. Thus, it can be concluded that personality, behavior, and the environment have a significant impact on the development of students' self-regulated learning.

Reliability Test

Validity and reliability testing aims to determine whether each variable truly measures what it is supposed to measure in the research. Generally, a valid reliability value is determined when it reaches 0.70, and a valid Average Variance Extracted (AVE) value is determined when it reaches 0.50, as shown in Table 2.

Table 2 Construct reability and validity

Variabel	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Averange variance extracted (AVE)
X1	0.944	0.952	0.952	0.624
X2	0.939	0.947	0.950	0.683
X3	0.947	0.952	0.955	0.705
Y	0.944	0.948	0.953	0.692

All constructs meet the established criteria. Based on the composite reliability and AVE values for each variable, the results are reliable and valid, as shown in Table 2.

Hypothesis Testing

In testing the structural model (inner model), the aim is to analyze the extent of the relationship between constructs, the significance value, and the R-square and adjusted R-square values in this study. R-square estimation was performed to

determine the R-square value for each dependent latent variable. This study was conducted using SmartPLS 4, and the results are presented in Table 3.

	R-square	R-square adjusted
Self Regulated Learning	0.739	0.735

Table 3 shows that the R-Square value for self-regulated learning is 0.739, indicating that the independent variables (X1, X2, and X3) have a 73.9% influence on the dependent variable. Furthermore, the Adjusted R-Square value of 0.735 indicates that after adjusting for the number of predictions made, the model still has strong and significant capabilities for self-regulated learning.

This data was processed using SmartPLS 4, which resulted in the Outer Model evaluation showing that variables X1, X2, and X3 have a direct effect on self-regulated learning. It can be seen that all factor loading values are above 0.70, thus valid in the form of a latent construct.

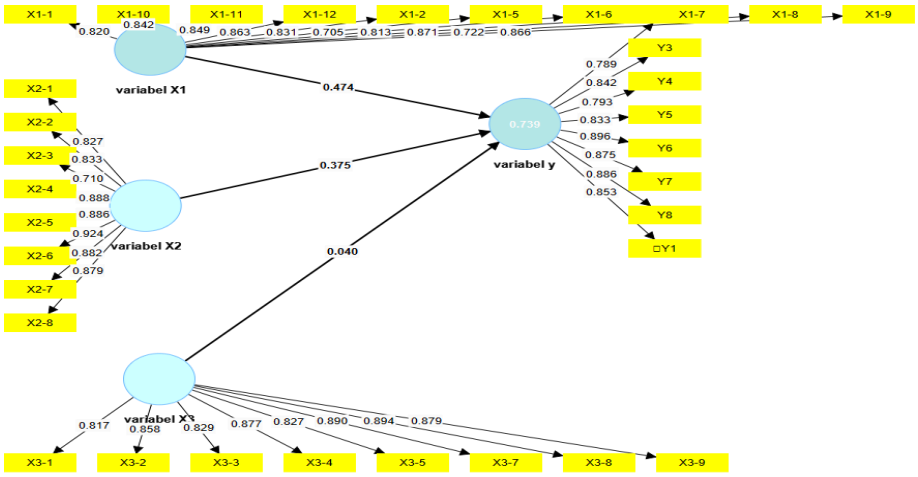

Figure 1. Outer Model

Hypothesis Testing (Bootstrapping)

Table 4

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
variabel X1-> variabel Y	0.474	0.482	0.094	55.024	0000
variabel X2-> variabel Y	0.375	0.373	0.065	55.763	0000
variabel X3-> variabel Y	0.040	0.035	0.080	00.499	0.618

The coefficient value for the personality path (X1) was 0.474, indicating a positive relationship between personality and self-regulated learning. The research results also showed a p-value of 0.000, which is less than 0.05, and a t-statistic of 5.024, which is greater than 1.96. This indicates a positive and significant relationship between personality variables and self-regulated learning.

Furthermore, the behavioral variable (X2) obtained a coefficient value of 0.375 indicating a positive relationship as well. Then, at a p-value of 0.000, this value is smaller than 0.05 and a t-statistic value of 5.763, this value is greater than 1.96 and can be interpreted that the behavioral variable (X2) also has a positive and significant influence on the Y variable. It can be concluded that the behavioral variable has a positive and significant influence on the self-regulated learning variable.

Furthermore, there is a path coefficient value of 0.040 on X3 (environment) indicating a positive relationship, but its influence is not The results of the analysis show that the influence of variable X3 (environment) on variable Y (self-regulated learning) is not significant. This is indicated by the p-value of 0.618 which is greater than 0.05 and the t-statistic of 0.499 which is smaller than 1.96.

The results of this finding indicate that variable X1 (personality) has the most dominant influence than variable X2 (behavior) and variable X3 (environment) on variable Y (self-regulated learning). This is indicated by the path coefficient value (Original Sample) of 0.474, compared to the value of X2 of 0.373 and X3 of 0.040, thus indicating that student personality is stronger in improving self-regulated learning. Then, the influence of X1 is also proven to be significant Because the p-value of 0.000 is smaller than 0.05 and the t-statistic value of 5.024 is greater than 1.96, it can be concluded that student personality has a positive and significant influence on self-regulated learning abilities. This means that the better the personality a student has, the higher their ability to organize, plan, and control the learning process independently.

DISCUSSION

This study confirms the findings obtained by Zheng et al. (2023), which confirm that emotional stability has become a crucial component of self-regulated learning in recent years. To achieve a better understanding of problem-solving and the learning process, stable academic emotions are emphasized. This study also shows that emotional stability has the highest score among other personality indicators, meaning that good emotional stability can improve students' self-regulated learning.

In line with this, Bidjerano and Dai (2007) stated that openness has a significant contribution to the learning context, where the intelligence aspect has an independent influence on student academic achievement and effort regulation as a mediator between the influence of Conscientiousness and Agreeableness. This shows that personality plays a role in encouraging individuals to be more able to regulate how they learn, determine future strategies, and also maintain stability in the learning process. In line with this, it proves that variable X1 (personality) has a positive and significant influence on self-regulated learning. It is concluded that students who have adequate personalities will find it easier to plan, organize, and control their learning process independently.

Furthermore, research on self-confidence indicators, conducted in high school and senior high school students aged 15-18, found that self-confidence is the most important skill because it is one of the factors that determines self-regulated learning in students (Anindita et al., 2023). This study also showed that self-confidence indicators in personality have a positive influence on students' self-regulated learning. Therefore, the better a student's self-confidence, the more optimal their self-regulated learning will be.

In line with findings that suggest discipline plays a significant role in self-regulated learning, conversely, students with low discipline tend to have low self-regulated learning abilities (Andini et al., 2023). This study also demonstrates a positive relationship between discipline and students' self-regulated learning. Students who are conscientious and responsible play a key role in developing self-regulated learning.

Furthermore, research by Zhu, Wing, and Yates (2016) shows that self-control, as a student behavior, influences learning outcomes through self-regulated learning patterns and participation in learning. This means that students who have self-control skills are characterized by discipline and greater focus. They are able to manage their time, such as being on time in completing assignments and evaluating their learning outcomes for future improvement. Good learning behavior skills will improve self-regulated learning, thus positively impacting students' academic achievement.

Furthermore, research findings explain that behaviors that influence self-regulated learning, such as time management, concentration, and the ability to remember material, are still important factors determining students' success in managing their learning process (Khan et al., 2020). This study proves a positive and significant relationship between behaviors such as time management indicators and self-regulated learning. The better a student's ability to manage their study time, the better their academic achievement.

In addition, responsibility plays a significant role in the development of students' self-regulated learning, as in research stating that students who are able to take responsibility for themselves in controlling their learning, organizing, and also evaluating their learning outcomes, the results of this study show results that confirm that responsible individuals will more easily improve their academic abilities (Budhi Handaka et al., 2024). Thus, the results of this study indicate a positive and significant influence on responsibility to improve students' self-regulated learning.

Meanwhile, environmental variables showed a lower influence on self-regulated learning. However, learning environments, such as the availability of facilities and a comfortable learning atmosphere at home, are closely related to students' daily activity abilities. In reality, students utilize the environment more for routine and social activities than for supporting independent learning strategies. This explains why the environmental influence on self-regulated learning is not significant compared to personality and behavioral variables.

And finally, according to Rahmayanti, Rustiana, & Afriza (2020), it shows that the family environment contributes negatively to the variables studied but is not significant to student learning achievement. Stating that although the environment can provide support, proper guidance and supervision from both parents and teachers are also very important to direct the learning environment to support the development of self-regulated learning in students. The findings of this study indicate that environmental variables such as family, school, and community environments have good validity, but their contribution to self-regulated learning is still minimal, many possibilities cause it but this is most likely due to the low involvement of parents and the role of teachers in providing learning facilities in student learning activities, and the environment as a supporting factor for the student learning process.

CONCLUSION

Referring to the results of research conducted at Madrasah Aliyah Negeri 1 Medan, personality has a positive and significant influence on self-regulated learning. Personality is the most dominant factor influencing students' self-regulated learning. This means that the better a student's personality, the higher the respondent's ability to plan, control, and organize the learning process independently. Furthermore, students with good learning behaviors, such as good concentration, time management, and self-control, tend to be better able to implement independent learning strategies. Although the learning environment can support learning activities, without direction and supervision from teachers or parents, its contribution to self-regulated learning is still limited.

Although the impact was not statistically significant, this study provides theoretical implications by clarifying that the school, family, and community environments have a positive influence on students' self-regulated learning. This finding confirms that improving students' self-regulated learning is more dominant, indicating that internal factors have a greater contribution than external factors. Practically, the results of this study indicate the need for strengthening learning strategies that focus on increasing student motivation and self-monitoring, accompanied by consistent environmental support.

For further research, it is recommended to examine mediating and moderating variables, such as student learning motivation, self-control, and parenting patterns, to further clarify the relationship between the environment and self-regulated learning. Furthermore, it is recommended to conduct mixed-methods research to provide a clearer and more in-depth picture of the development of self-regulated learning over time.

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