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## **RELATIONS OF SELF-EFFICACY AND SOCIAL SUPPORT WITH SELF-REGULATED LEARNING ON SECONDARY SCHOOL IN ACEH**

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### **ABSTRACT**

The purposes of this study were to find out (1) the relation between self-efficacy and self-regulated learning (2) the relation between social support and self-regulated learning (3) the relation between self-efficacy, social support and self-regulated learning. The population of the study were students of grade I, II, and, III at SMP 2 Peusangan. The technique sampling was random sampling. The study used self-efficacy scale, social support scale and self-regulated learning scale. The data were analyzed by regression analysis. The results show that (1) there is very significantly positive correlation between self-efficacy and self-regulated learning ( $r = 0.933$ ,  $p = 0.000$ ); (2) there is very significantly positive correlation between social support and self-regulated learning ( $r = 0.471$ ,  $p = 0.000$ ); (3) there is very significantly positive correlation between self-efficacy, social support and self-regulated learning ( $r = 0.934$ ,  $p = 0.000$ ).

**Keywords:** *Self-Efficacy, Social Support, Self-regulated Learning*

### **INTRODUCTION**

Efforts to build human resources through education can be done through several methods that always change for the sake of effectiveness and efficiency. All educational methods that are specifically applied to formal education institutions as a whole lead to an increase in student achievement in the mastery and application of science. Self-regulated learning requires students to be able to manage and direct themselves, adjust and control themselves, especially when facing difficult tasks. Students are said to be self-regulated learning in learning if they systematically organize their behavior and cognition by integrating

knowledge, trying to remember information obtained, and developing and maintaining positive learning values.

Students with self-regulated learning characteristics are able to broaden their knowledge and maintain their motivation, aware of their emotional state, have strategies to manage their emotions, periodically monitor progress toward their goals, adapt or improve strategies based on their progress, evaluate barriers that may arise and do the necessary adaptations. Self-regulated learning is the active and constructive process of students in setting goals for their learning process and strives to monitor, regulate, control cognition, motivation, and behavior, which are then all directed and driven by goals that prioritize the environmental context.

Students who have high self-regulated learning are students who are metacognitively, motivational, and behavioral are active participants in the learning process. Zimmerman concluded that there are three aspects in self-regulated learning, metacognition, motivation, and behavior. Motivation is a function of the basic need to control and relate to the sense of competence that each individual has. Behavior is an individual effort to organize, select, and utilize the environment and create an environment that supports learning activities.

According to Bandura self-efficacy is an individual's individual beliefs about his ability to organize and complete a task necessary to achieve a certain outcome. Self-efficacy is the belief that one can master the situation and get positive results. Self-efficacy is a big influence on behavior. For example, a student with low self-efficacy may not want to try to study for an exam because he does not believe that learning will help him with the problem.

Bandura suggest several dimensions of self-efficacy, namely magnitude, generality, and strength. Magnitude, related to the difficulty level of a task performed. Generality, related to the field of duty, how wide the individual has confidence in carrying out his duties. Strength is concerned with the strong weakness of an individual's beliefs.

Self-efficacy can be acquired, altered, enhanced or derived, through one or a combination of four sources, that is, performance accomplishment, vicarious experiences, social persuasion and emotional phenomena (emotional physiological states). Performance experience is an achievement that has been achieved in the past. The experience of the vicarious is obtained through the social model. Social persuasion is the belief in the

persuasion giver, and the realistic nature of what the self-efficacy hopes will affect self-regulated learning.

Students with high self-efficacy will have confidence in their ability to organize and complete a task required to achieve certain results in various forms and levels of difficulty. This will impact self-regulated learning will also be high. He/she will be able to effectively manage his/her own learning experience in various ways to achieve optimal learning outcomes.

In addition to self-efficacy, there are other factors that may affect self-regulated learning is social support. Baron and Byrne (in Omrod) state that social support is the physical and psychological comfort given by friends/family members. According to John and Johnson (in Bandura) social support comes from significant people who are significant (significant other) for individuals who need help such as schools like teachers and friends. The authors emphasize the social support of families, teachers and friends that will influence the self-regulated learning of children in their learning process, the benefits of social support will increase productivity, improve psychological well-being and self-regulated learning, by giving a sense of belonging, clarifying self-identity, increase self-esteem and reduce stress, improve and maintain physical health and management of stress.

Social support becomes what is thought to affect self-regulated learning. People who get high social support will get a lot of emotional support, awards, instrumental, and informative. If emotional support is high, the individual will feel the high level of encouragement from family members and the community and if the rewards for the individual are large, it will increase confidence, if the individual obtains instrumental support will feel adequate facilities. When individuals get a lot of informative, the individual feels getting attention and knowledge. It affects self-regulated learning so that students are able to achieve optimal learning outcomes.

Self-regulated learning must be supported by other factors in order to produce optimal output, which can be clearly seen from student achievement in school. In this case researchers want to see and examine the teaching and learning process that occurs in the school SMP Negeri 2 Peusangan Bireuen based on the results of interviews conducted with the headmaster of the school (SMP) who said that the school has been enacted active learning system where students are required to summarize the

content of the learning that takes place every day. Students are also required to always prepare questions in each meeting about lessons they do not understand. This requires students to think more critically of the lesson so they will ask questions and find out if they do not understand. The principal also explains the strategic location of the school flanked by the homes of the inhabitants so as to facilitate the teachers to monitor the returning students during the lesson time. The community always reports if there are students who play around during school hours. The school also has two entrances, one for students and one for teachers. The entrance for students is always closed only open in the morning and when school time ends. The principal also said that for the preparation of the UN for third grade students who will join the UN have been prepared special team and class and also will be held intensive study under the teacher guidance each for each subject.

Based on the results of interviews conducted with the head of SMP Negeri 2 researchers are interested to see what factors are encouraging so that students are able to follow every rule set by the school. Based on the results of these interviews, researchers see that there is a factor of self-regulated learning that is being run in the school (SMP) is marked by students are required to learn independently, students must also be able to manage the learning process and utilize the environment prepared by the school for the smooth process of learning. Researchers also see the existence of social support factors that run in the school environment where the community also helped in launching the learning process and the confidence of each student to follow all the rules set school.

Based on the description above, the title of the research that the researcher proposes is whether there is a **RELATIONSHIP BETWEEN SELF-EFFICACY AND SOCIAL SUPPORT WITH SELF-REGULATED LEARNING** on students of SMP Negeri 2 Peusangan Bireuen.

#### **A. Problem of the Study**

Based on the description above, then the formulation of research problems are as follows:

1. Is there any significant relationship of Self-Efficacy with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?

2. Is there a significant relationship of Social support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?
3. Is there a significant relationship of Self-Efficacy and Social Support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province?

#### **B. Purpose of the Study**

4. 1. To see if there is a significant relationship of Self-Efficacy with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.
2. To see if there is a significant relationship of Social support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.
3. To see if there is a significant relationship of Self-Efficacy and Social Support with Self-regulated learning in Secondary School SMP Negeri 2 Peusangan students, Aceh Province.

### **THEORETICAL FRAMEWORK**

#### **A. Relationship of Self-efficacy and Social Support toward Self-Regulated Learning**

Zimmerman in cognitive social theory, there are three things that affect a person so as to conduct self-regulated learning, namely individual, behavior and environment. Individual factors include knowledge, goals to be achieved, metacognition ability and self-efficacy. Behavioral factors include behavior self-reaction, personal self-reaction and environment self-reaction. While environmental factors can be a physical environment and social environment, both neighborhoods, school environment, social environment and so forth. One that can influence self-regulated learning in individual factors is the self-efficacy and environmental factors of which are the social support of the family.

According to Bandura self-efficacy is an individual's beliefs about his ability to organize and complete a task necessary to achieve certain results. Self-efficacy is the belief that one can master the situation and get positive results. Bandura (in Santrock) says that self-efficacy has a major effect on behavior. For example, a student whose self-efficacy is low may not be

trying to learn to do an exam for not believing that learning will help him with the problem. Bandura presents several dimensions of self-efficacy, namely magnitude, generality, and strength. Magnitude, associated with the level of difficulty.

## **B. Conceptual Framework**

The problem discussed in this study is to analyze the relationship of self-efficacy variables and social support with self-regulated learning students. There are two variables to be questioned: self-efficacy and Social support as independent variables. While self-regulated learning is a dependent variable that is the result of comparison between the outputs generated with the input given. The conceptual framework is described as follows:

### **1. Self-efficacy Relationship with Self-regulated Learning**

One of the factors that allegedly contributed to Self-regulated learning is self-efficacy. Self-efficacy is self-perception of how well a person can function in a given situation, self-efficacy relates to a judgment in the form of individual subjective beliefs about his ability to perform tasks, solve problems, and take actions necessary to achieve certain outcome objectives.

Bandura (in Adicantro) assumes that the expectation of the ability to perform the action determines whether the individual will attempt to do so, how determined he is to do it, and determine how successful it is. Self-efficacy perceived by the individual can be one of the critical success factors. Strong beliefs about the ability of the individual greatly determine his efforts to try to overcome a difficult situation. Theoretically, self-efficacy is concerned with the ability of one's self-regulated learning.

### **2. Social Support Relationships with Self-regulated Learning Capabilities**

One other factor affecting self-regulated learning is Social support, social support is the help or support provided by people around individuals who are able to make individuals feel comfortable, both physically and psychologically as evidence that they are cared for and loved.

Thus it can be concluded that the higher social support provided by the family, the higher self-regulated learning that is owned by students in the learning process

### **3. Relationships Self-efficacy and Social Support with Self-regulated Learning**

Based on the previous description it can be seen that self-efficacy is suspected to have a relationship with self-regulated learning in students. So is social support. Thus self-efficacy and social support are either individually or collectively associated with the self-regulated learning of students.

## **RESEARCH METHODS**

The research is a correlational research with quantitative approach that emphasizes its analysis on numerical data that is processed by statistical methods. Correlational research aims to find whether there is a relationship between two research variables. In this case is the relationship self-efficacy and social support with self-regulated learning students.

### **A. Population and Sample Research**

Population in this study is 580 students of SMP Negeri 2 Peusangan Kab. Bireuen. Samples taken is 150 students who will then be divided into the number of parallel classes as 18 classes and each taken 8 students from each class taken by voting. Method of determining the sample of the existing population is by using random sampling technique. In this study the sample taken is the students who are in each class and taken by voting.

## **Data Collection Technique**

### **1. Scale**

The measurement of this scale follows the summated ratings method of Likert using four alternative answers: Positive Question (Favorable) Highly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1. Negative Question (Unfavorable), Strongly Agree (SS) = 1, Agree (S) = 2, Disagree (TS) = 3, Strongly Disagree (STS) = 4.

## **2. Data Collection Stage**

Started by conducting a research measurement experiment on 28 students of SMP Negeri 2 Peusangan who are not included in the real research by giving the instrument scale as much as 99 items. After the data is collected, item analysis is performed to test the validity of each item on a self-efficacy scale and social support with self-regulated learning being piloted. Then a reliability test performed against the valid items. The valid items from the tested instruments are then rearranged to be disseminated on the actual research subject, that is to the students of SMP Negeri 2 Peusangan which have been established as research samples, the students who have not participated in the filling of the scale when the pilot study, taken by using sampling technique which is random sampling where each student taken randomly and based on result of voting.

## **B. Data Analysis Method**

Data analysis method used to test the research hypothesis is multiple linear regression to see how much the relationship of self-efficacy and social support with self-regulated learning in SMP Negeri 2 peusangan students. The formulas of Regression Analysis are:

$$Y' = a1X_1 + a2X_2 + K$$

## **1. Hypothesis Test Results**

(1) there is a significant relationship between self-efficacy with self-regulated learning indicated by coefficient  $r = 0.933$  and  $p = 0.000$  ( $p < 0.01$ ); (2) there is a significant relationship between social support with self-regulated learning indicated by Coefficient  $r = 0.471$  and  $p = 0.000$  ( $p < 0.01$ ), (3) there is a significant relationship between self-efficacy and social support with self-regulated learning indicated by coefficient  $F = 500.974$  with  $p = 0.000$  ( $p < 0.01$ ). The third hypothesis in this research is to know the relationship of self-efficacy and social support with self-regulated learning. The analysis technique used is multiple regression analysis. Based on the product moment test and full model regression on the independent variables (self-efficacy and social support) with the dependent variable (self-regulated learning) obtained the following results:

Table. 14

Summary of Data Analysis Results

Variabel	F	r	R <sup>2</sup>	P
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X1 – Y	-	0.933	0.871	0.000
X2 – Y	-	0.471	0.222	0.000
X1 X2 – Y	500.974	0.934	0.872	0.000

Based on the data from the above table, it shows that self-efficacy contributes to self-regulated learning of 87.1%; and social support contributes to self-regulated learning of 22.2%; self-efficacy and social support contributed to self-regulated learning of 87.2% collectively.

### **C. Results of the study**

In general, the results of this study illustrate that there is a relationship between self-efficacy and social support with self-regulated learning students. This can be seen from the Summary Model Table where the table explains that the correlation ( $r$ ) of 0.934, close to the value of 1 means that the relationship between independent variables ( $X_1$ ,  $X_2$ ) and dependent  $Y$  is very close or very significant. The correlation is positive. This means that if the value of  $X$  increases it will be responded with an increase in the value of  $Y$ .

The determinant coefficient of  $R^2$  is 0.872, meaning that 87.2% Self-efficacy and social support are contributed to self-regulated learning. While 12.8% is influenced by other factors that cannot be explained in the regression equation (residual).

The calculation of regression analysis results shows that there is a significant relationship between social support and self-efficacy with self-regulated learning in students where  $F = 500.974$  with  $r = 0.934$  and the percentage of 87.2% means the higher self-efficacy owned by students and the greater the social support given, the higher self-regulated learning students. Conversely, the lower the self-efficacy and social support, the lower the self-regulated learning of the student.

### **D. Conclusion**

From the results of the study found that there is a significant relationship between self-efficacy with Self-regulated learning. This can be seen from the summary model table where the correlation  $r$  of 0.933, close to the value of 1 means the relationship between self-efficacy and Self-regulated learning is very significant. The correlation is positive. This means that if self-efficacy increases then Self-regulated learning will also

increase. The determinant coefficient of  $R^2$  is 0.871, meaning that 87.1% self-efficacy contributes to Self-regulated learning. Based on the result of this research, it can be stated that hypothesis 1 proposed in this research is accepted.

1. From the research results found that there is a significant relationship between social supports with Self-regulated learning. This can be seen from the summary model table where the correlation  $r$  of 0.471, close to the value of 1 means the relationship between social supports with Self-regulated learning is very significant. The correlation is positive. This means that if social support increases then Self-regulated learning will also increase. The determinant coefficient of  $R^2$  is 0.222, meaning that 22.2% of social support contributes to Self-regulated learning. Based on the results of this study, it can be stated that the hypothesis 2 proposed in this study stated acceptable.
2. In general, the results of this study illustrate that there is a relationship between self-efficacy and social support with self-regulated learning students. This can be seen from the Summary Model Table where the table explains that the correlation ( $r$ ) of 0.934, close to the value of 1 means that the relationship between independent variables ( $X_1$ ,  $X_2$ ) and dependent  $Y$  is very close or very significant.
3. The determinant coefficient of  $R^2$  is 0.872, meaning that 87.2% Self-efficacy and social support contribute to self-regulated learning. While 12.8% is influenced by other factors that cannot be explained in the regression equation (residual).

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