THE EFFECT OF SELF-EFFICACY AND PARENTAL SUPPORT ON SELF-REGULATED LEARNING (SRL) OF HIGH SCHOOL STUDENTS PRIVATE ASSISI SIANTAR

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Abstract

Self Regulated Learning is currently having many problems in implementing learning services. Self regulated learning is certainly influenced by many factors. This study aims to analyze and determine the influence of self-efficacy and parental support on self regulated learning. This study is included in quantitative research with an associative causal nature. The sample of this study was 122 students spread across Asisi Siantar Private High School. The research data were collected using a research scale that was declared valid and reliable. The data analysis technique used multiple linear regression analysis. The results of the study showed that (1)there is an influence of self-efficacy on self-regulated learning.From the results of the statistical analysis it was foundThe results of the hypothesis test found a coefficient value of rx1y of 0.685 with p < 0.05, and a predictor determinant coefficient value () of 0.469.R^2, this means that the high and low levels of self-efficacy arehaving children can increase or decrease self-regulated learning. (2)There is an influence of parental support on self-regulated learning. The results of the hypothesis test found a coefficient value of rx1y of 0.359 with p < 0.05, and a predictor determinant coefficient value () of 0.369.R^2, thus it can be concluded that the amount of parental support a child receives will increase or decrease self-regulated learning. (3)There is an influence of self-efficacy and parental support on self-regulated learning.The results of the hypothesis test found the F coefficient valuereg = 38.550 with p <0.05, and the correlation coefficient between X1, X2 and Y obtained results of = 0.644 with p <0.05 and determinant coefficient = 0.414, thus it can be concluded that self-efficacy and parental support together influence self-regulated learning, the contribution of both in increasing self-regulated learning is 41.4%. Thus it can be concluded that the third hypothesis is that there is a positive relationship between self-efficacy and parental support for self-regulated learning.(r_{xix2y}) R^2

Keywords: Self-Efficacy, Parental Support, Self Regulated Learning.

INTRODUCTION

Education is important for the development of human dignity. So far, education has been experienced by everyone, both in formal, informal and non-formal education formats. Education is an important supporter of a nation's progress because education aims to optimize all aspects of student development. This goal is achieved by facilitating the development of students who will become lifelong learners (Aspin & Chapman, 2000; Indonesia, 2003). To become lifelong learners, students are expected to have basic learning skills that they will use in various contexts in the future.

Education is expected to be able to form students who are more skilled as lifelong learners. Basic skills for learning used by students depending on the broader context of life must be oriented to the context of life in the future. In general, a person's life is represented by at least three contexts, namely the family context as the initial dominance of the formation of the affective domain, the work context as a space for expressing competence and actualization in the cognitive domain, and the general community context as a public space with the complexity of solving each problem.

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To achieve these educational goals, students are expected to be able to develop their learning methods and find the essence of the education they are undergoing. In addition to following the learning patterns at school, students are certainly expected to be able to develop their own learning patterns so that these educational goals are met holistically. The discovery and development of their own learning patterns will be further interpreted as a Self-Regulated Learning (SRL) system consisting of 3 (three) important aspects, namely cognitive, motivational and metacognitive (behavioral).

During the information exploration process, researchers conducted initial interviews with several students regarding cognitive development, motivation and behavior that they formed in the learning process every day. A grade XI student with the initials AM said that at first he was very enthusiastic about studying at the school, but when entering deeper learning he found cognitive difficulties. When he had difficulty understanding the learning he still wanted to ask questions but after his friends mocked him, he began to be embarrassed to ask and preferred to remain silent when he did not understand the learning.

Several other students also admitted to having difficulties while following the learning process at school. A student with the initials JS who is also a grade XI student expressed that she had difficulty following the learning at the school. Finally, she doubted her abilities so she asked her parents to transfer schools, but her parents did not grant it and instead forced their will for the child to complete her education at the school. What was expressed by one of these students indicated that they had difficulty following a strict and tough learning pattern which raised doubts about their cognitive abilities. From this expression, it can also be found that the parents did not provide good support to the child.

Researchers also often see many students being expelled from class during learning. When researchers asked about the reasons why they were expelled, most teachers said that they did not do their assignments. In line with that, teachers on daily duty during morning assembly also often emphasize to students that school assignments must be done at home, not when other learning is taking place or even ignoring other activities because they are busy copying school assignments from their friends.

The response indicates that students rarely use the opportunity to study independently at home. The problem of students' inability to regulate themselves in learning makes them fall into inappropriate behavioral patterns, namely doing homework at school, cheating on their friends' work and doing homework for other subjects when they are following a subject according to the schedule.

Although some students admit that they sometimes study alone at home, what they learn is still not optimal. They honestly said that studying at home is only done if there is an assignment. If they do not have an assignment or are about to take an exam, then they will not study at home. Some even said that whether there is an assignment or not, whether there is an exam or not, they still do not study. This is influenced by the lack of attention from parents or boarding house supervisors when they study.

Some students also conveyed several reasons why they rarely study alone at home, including lack of willingness to study, not understanding how to do assignments, lack of motivation, and weakening attention and support from parents. After further exploration by interviewing several students and teachers, the researcher found that many students at the school came from troubled families (broken homes) so that they rarely found learning support from their parents.

In addition to interviews with educators and students, the researcher also conducted an interview with a Guidance and Counseling teacher at Assisi Siantar Private High School with the initials EFS. In the interview, the Guidance and Counseling teacher explained several problems that are often found when dealing with students who are lazy to study and have to deal with the Guidance and Counseling teacher to get initial and further counseling. He said that the most common problem faced is the problem of students being expelled from class because they do not do their homework, or students who do not participate in other

activities such as morning assembly, cleanliness, worship and so on just because they want to cheat on their friends' homework. From the results of interviews with several educators, students and guidance and counseling teachers of Assisi Siantar Private High School, researchers found that the problem often experienced by students is realizing their study time arrangements due to lack of motivation to study. In addition, the condition of parents who are less likely to sit with them and accompany them to study is also the cause of their lack of study regulation. Students also often find problems in their ability or competence in carrying out study tasks, achieving study goals and overcoming obstacles they experience while studying. In the realm of psychology, this is called self-efficacy. From the explanation above, researchers found that the problem of Self-regulated learning is not a casuistic problem, but a universal problem experienced by students to improve their study skills.

Basic skills for learning consist of many components. C. Mih and Mih (2010) stated that important variables in the learning process of students in schools include the use of cognitive, metacognitive, motivational and emotional strategies. The key to learning success is the ability to regulate one's own learning methods. Zimmerman (2002) emphasized that self-regulation (self-regulated learning-SRL) is important because the main function of education is the development of lifelong learning skills. *Self-Regulated learning* facilitating learning will be successful if all factors in the students interact well. Self-Regulated learning becomes active and scientific control because through self-Regulated learning, students are able to set learning goals, direct, supervise, and regulate and control student cognition (Zimmerman, 2002). Internally, Self-Regulated Learning requires a number of basic internal processes such as memory, attention, the capacity to cope with distractions to what is being done, and the ability to monitor success and/or failure related to what is being done (Bukatko & Daehler, 2012).

Based on this, the aim of this study is to find out:

1. The influence of self-efficacy on self-regulated learning at Asisi Siantar Private High School.
2. The influence of parental support on self-regulated learning at Asisi Siantar Private High School.
3. The influence of self-efficacy and parental support on self-regulated learning at Asisi Siantar Private High School.

METHOD

The type of research uses a survey approach, identification of research variables consists of vdependent variable is Self Regulated Learning (Y) while the independent variables are Self Efficacy (X1) and Parental Support (X2). operational definition of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 122 was taken based on the purposive sampling technique. The data collection method was obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measuring instrument that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three types of scale instruments, namely the Self Regulated Learning scale, Self Efficacy, and Parental Support.

Basic Assumption Test Results

1. Normality Test

The normality test of the distribution was analyzed using the Kolmogorov-Smirnov technique. As a criterion if $p \geq 0.05$ is declared normal (Azwar, 2018). The results of the data distribution test of the independent variables (self-efficacy and parental support for the dependent variable (Self Regulated Learning) are known to be normally distributed.

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This is based on the Kolmogorov-Smirnov normality test coefficient for the independent variable of self-efficacy 0.171 with p = 0.200, parental support 0.172 with p = 0.200 against the dependent variable of self-regulated learning of 0.171 with p = 0.200. The following is a summary of the results of the normality test calculation.

Table
Summary of Results of Calculation of Normality Test of Distribution

Variables	KS	P (Significance)	Information
Self Regulated Learning	0.171	0.200	Normal
Self-efficacy	0.176	0.200	Normal
Parental Support	0.172	0.200	Normal

2. Linearity Assumption Test

Linearity Test is intended to determine the degree of relationship between independent variables and dependent variables. That is, whether self-efficacy and parental support have a relationship with self-regulated learning in students. As a criterion, if p difference <0.05, it is stated to have a linear relationship (Azwar, 2018). The results of the linearity test between the self-efficacy variable and self-regulated learning are linear based on the linearity coefficient $F = 52.615$ with $p <0.05$. The results of the linearity test between the parental support variable and self-regulated learning are linear based on the linearity coefficient $F = 36.121$ with $p <0.05$. The results of the linearity test calculation are seen in the table below:

Table
Summary of calculation results for linearity test of relationships

Correlational	F	P	Information
X1-Y	52,615	0,000	Linear
X2-Y	36,121	0,000	Linear

Information :
X1 = self-efficacy
X_2 = Parental support
Y = *Self Regulated Learning*
F = Linearity Coefficient
p = Significance of Linearity

3. Hypothesis Testing

After testing the linearity and normality assumptions, the next step was to test the three hypotheses that were proposed, namely (1) a positive relationship between self-efficacy and self-regulated learning, (2) a positive relationship between parental support and self-regulated learning, and (3) a positive relationship between self-efficacy and parental support for self-regulated learning.The details of the hypothesis test can be seen in the following explanation:

4. First Hypothesis: The Influence of Self-Efficacy on Self-Regulated Learning

The results of the hypothesis test found the coefficient value of rx1y of 0.685 with p <0.05, and the coefficient value of the predictor determinant () of 0.469. This means that the higher the self-efficacy, the higher the self-regulated learning. Thus, it can be concluded that the first hypothesis in this study is that there is a significant relationship between self-efficacy and self-regulated learning received.R^2

5. Second Hypothesis: The Influence of Parental Support on Self Regulated Learning

The results of the hypothesis test found the coefficient value of rx1y of 0.359 with p <0.05, and the coefficient value of the predictor determinant () of 0.369. This means that the greater the parental support, the greater the increase in self-regulated learning. Thus, it can be concluded that the second hypothesis in this study is that there is a significant relationship between parental support and self-regulated learning received.R^2

6. Third Hypothesis: The Influence of Self-Efficacy and Parental Support on Self-Regulated Learning

The results of the hypothesis test found the F coefficient valuereg = 38.550 with p <0.05, and the correlation coefficient between X1, X2 and Y obtained results of = 0.644 with p <0.05 and determinant coefficient = 0.414, thus it can be concluded that self-efficacy and parental support together influence self-regulated learning, the contribution of both in increasing self-regulated learning is 41.4%. Thus it can be concluded that the third hypothesis is that there is a positive relationship between self-efficacy and parental support for self-regulated learning.(r_{xix2y}) R^2

7. Multiple Regression Analysis Test Results

Based on the results of the analysis using the multiple regression analysis method, it is known that there is a significant relationship between self-efficacy and self-regulated learning as seen from the correlation coefficient value rx1y = 0.621 with p = <0.50,and the predictor determinant coefficient value () is 0.386.R^2This means that there is a significant relationship between self-efficacy and self-regulated learning. Thus, it can be concluded that the higher the self-efficacy, the more self-regulated learning will increase.Then self-efficacy provides an effective contribution of 38.6% to self-regulated learning.

Next, it is known that there is a positive relationship between parental support and self-regulated learning as seen from the correlation coefficient value rx2y = 0.329 with p < 0.05,and the value of the predictor determinant coefficient () is 0.257.R^2It can be concluded that the higher the parental support, the more self-regulated learning will increase with an effective contribution of peer social support of 25.7% to self-regulated learning.

From the results of the analysis using the multiple regression analysis method, it is known that there is a significant relationship between learning motivation and peer social support based on the coefficient F reg = 52.615 with p <0.05, and the correlation coefficient rx1x2y = 0.685 with p <0.05 and r2 = 0.469. This means that self-efficacy and parental support together have an effect on self-regulated learning, the contribution of both in increasing self-regulated learning is 41.4%. The results of the calculation of multiple regression analysis can be seen in the following table:

Table
Multiple Regression Analysis

Variables	Coefficient (r_{xy})	Coefficient of Determinant (R2)	BE%	P	Note
X1-Y	0.621	0, 386	38.6	0,000	Sig
X2-Y	0, 329	0, 257	25.7	0,000	Sig
X1-X2-Y	0, 644	0, 414	41.4	0,000	Sig

Information :
X1 =*self efficacy*
X2 = Parental support
Y =*Self Regulated Learning*
r_{xy}= Coefficient of relationship between X1, X2 and Y

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r^2= Coefficient of determinant X1, X2 with Y

P = Significance

BE% = Effective contribution weight of X1, X2 to Y in percent

After being analyzed, a multiple regression equation test was conducted. Analysis of the relationship between self-efficacy (X1) and parents (X2)*towards self regulated learning*(Y) as in the following table:

Table
Multiple Regression Analysis simultaneously
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11,787	5,785		2,037	,044
	Self Efficacy (X1)	,102	,088	,139	1,157	,250
	Parental Support (X2)	-,144	,090	-,191	-1,594	,114

a. Dependent Variable: abs_res

Based on table 4.8, the regression line equation for X1 and X2 with Y is as follows:

$$Y = 11.786 + 0.102 X1 + 0.144 X2$$

The self-regulated learning variable is symbolized by Y, self-efficacy is symbolized by X1 and parental support is symbolized by X2. The constant of 11.786 states that without the variables of self-efficacy and parental support, the self-regulated learning variable is 11.786 units. The regression coefficient on the self-efficacy variable is 0.102, which illustrates that every one-unit increase in X1 (self-efficacy) will increase Y (self-regulated learning) by 0.236. Every one-unit increase in X2 (peer social support) will increase Y (self-regulated learning) by 0.754. This means that X1 (self-efficacy) and X2 (parental support) together have a significant role in (Y) self-regulated learning.

1. **Results of Calculation of Hypothetical Mean and Empirical Mean**
a. **Hypothetical Mean**
For the self-efficacy variable, the number of valid items is 30 with a Likert scale and 5 answer choice formats, so the hypothetical mean is (30 x 1) + (30 x 5): 2 = 90. For the parental support variable, the number of valid items is 30 with a Likert scale and 5 answer choice formats, so the hypothetical mean is (30 x 1) + (30 x 5): 2 = 90. For the self-regulated learning variable, the number of valid items is 48 with a Likert scale and 5 answer choice formats, so the hypothetical mean is (48 x 1) + (48 x 5): 2 = 144.
b. **Empirical Mean**
Based on the results of data analysis, as seen from the descriptive multiple linear regression analysis, it is known that the empirical mean of the self-efficacy variable is 77.254 and the standard deviation is 9.602. For the parental support variable, the empirical mean is 77.959 and the standard deviation is 9.371. For the self-regulated learning variable, the empirical mean is 118.836 and the standard deviation is 15.139
c. **Criteria**
In an effort to determine the categories of self-efficacy, parental support, and self-regulated learning, it is necessary to compare the empirical mean/average value with the hypothetical mean/average value by paying attention to the size of the standard deviation of each variable.
A complete description of the comparison of the empirical mean/average value with the hypothetical mean/average value and the standard deviation of each variable can be seen in the table below:

Table of Calculation Values of Hypothetical Average Value and Empirical Average Value

Variables	SD	Average value		Information
		Hypothetical	Empirical	
Self-efficacy	9,602	90	77,254	low
Parental support	9,371	90	77,959	low
Self Regulated Learning	15,136	144	118,836	Low

RESULTS AND DISCUSSION

1. The Influence of Self-Efficacy on Self Regulated Learning

Based on the research results, it was found that there was an influence between learning motivation and self-regulated learning. The results of the hypothesis test showed a value ofcorrelation coefficienttrx1y is 0.621 with $p < 0.05$, and the predictor determinant coefficient value () is $0.386. r^2$Coefficient of determinant (r2)theshows that 38.6% of self-efficacy contributes to influencing self-regulated learning.

Kristiyani (2016) explains that self-regulated learning is a proactive involvement of individuals in learning behavior which leads to thoughts, feelings, and behaviors that have systematic motivation so that individual goals can be met. However, according to Zimmerman (1989) defines self-regulated learning as an action and process that is directed to obtain information or skills that involve opinions from various parties who have goals and as intermediaries for students so that, based on the opinion above, it can be understood that self-regulated learning is a process and ability of student learning behavior in obtaining information or skills to determine learning goals with the right strategy where these goals can be met. Students who apply self-regulated learning not only know about the needs of each task, but they must apply the strategies needed in the learning process (Oktariani, 2018).

Latipah (2010) revealed how important self-regulated learning is where there is a positive correlation between self-regulated learning strategies and acceptable student achievement. This shows that if students have high self-regulated learning, then their achievement is also high. Fahyuni et al. (2020) said that if self-regulated learning can facilitate students' learning difficulties and boredom when studying online at home by providing education based on values in the form of the Qur'an and hadith, then students can understand their duties and responsibilities during the pandemic. Therefore, this self-regulated learning has an influence on students who carry out online learning activities.

Kristiyani (2016) classifies two large groups related to factors that influence self-regulated learning, namely external and internal. The external factors referred to are the environment that has an influence on the development of self-regulated learning such as the family environment, school environment, and peer environment. Meanwhile, according to Zimmerman in Kristiyani (2016), internal factors that influence students are personal where students decide on learning strategies depending on their perceptions of self-efficacy and affection. In addition, there are behavioral factors where students evaluate themselves regarding the learning process so that they can find out the extent of their abilities.

2. The Influence of Parental Support on Self Regulated Learning

Based on the research results, it was found that there was an influence between parental support and self-regulated learning. The results of the hypothesis test showed a value ofcorrelation coefficient rx1yof 0.329 with $p < 0.05$, and the predictor determinant coefficient value () of $0.257. r^2$Coefficient of determinant (r2)theshows that self-regulated learning is influenced by parental support with a contribution of 25.7%. Parents are the first and foremost people responsible towards the survival and education of their children

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(Hasbulloh, 2010: 39). Therefore, as parents, we must be able to help and support all efforts made by our children and can provide informal education to help the growth and development of the child and to follow or continue education in formal education programs at school. The form, content and methods of education in the family will always influence the growth and development of character, morals the character and personality of each human being. The education received in the family is what will be emulated by the child as the basis used to follow further education at school. Considering that the child's education is the responsibility of the family in informal education and formal education is borne by the school, then Parents must play a role in instilling attitudes and life values, developing talents and interests, as well as fostering talents and personality.

In addition, parents must also think about and pay attention to their children's school, namely by paying attention to their experiences and appreciating all their efforts and must be able to show their cooperation in directing how children learn at home, making their homework, not taking up children with doing household chores, parents must try to motivate and guide children in learning. Basically, parental support for their children's education involves two main things, namely moral support and material support. Moral support from parents for their children's education can be in the form of attention to fulfilling psychological needs which include attention from parents, guidance and direction, encouragement, instilling self-confidence. With parental attention in the form of fulfilling psychological needs, it is hoped that it can provide children with the enthusiasm to learn in order to achieve an ideal or achievement. According to Hasbulloh (2010: 60), in addition to moral support from parents for the continuation of their children's education, there is also support from parents in the form of material support. Where this support is in the form of fulfilling physical needs, namely providing facilities at home, fulfilling learning needs, and the economic situation of the parents. To fulfill these physical needs is certainly related to the socio-economic status of the family or income within the family itself.

3. The Influence of Self-Efficacy and Parental Support on Self-Regulated Learning

Based on the results of the hypothesis test that has been carried out, it was found that there is an influence of self-efficacy and parental support.towards self regulated learningwhich is indicated by the magnitude of the valuecoefficient F reg = 38.550 with $p < 0.05$, and correlation coefficient R = 0.644 with $p < 0.05$ and R2 = 0.414. When viewed from the determinant coefficient R2 of the influence of self-efficacy and parental support is (R^2) = 0.414 it can be concluded that efficacy and parental support together influence self-regulated learning. The contribution of both in influencing self-regulated learning is 41.4%. While the other 58.6% is influenced by other variables.

Self-efficacy is a cognitive process that influences a person's motivation to behave. How well a person can determine or ensure the fulfillment of motives leads to expected actions according to the situation faced. Belief in all of these abilities includes self-confidence, adaptability, cognitive ability, intelligence, and motivation to act in stressful situations. Self-efficacy will develop gradually continuously in line with increasing abilities and increasing related experiences (Bandura, 1997). This self-efficacy greatly determines how much confidence in the ability of each individual to carry out their learning process so that they can achieve optimal learning outcomes. Individuals who have high self-efficacy will organize themselves to learn. There is a belief in themselves that they will be able to complete any difficult task when studying, the belief that they are able to complete various tasks and hard work to complete all tasks. This will be able to encourage individuals to be able to plan their learning activities, try to monitor them and manipulate the environment in such a way as to support their learning activities. Thus it can be seen that if the self-efficacy of an individual is low, it can cause obstacles in the learning process even though the individual has great potential. High self-efficacy leads to high self-regulated learning. Another internal factor that can influence self-regulated learning is family social support

which plays a significant role because the family is the closest person to the individual. If an individual gets emotional support from his/her family, when facing obstacles in learning, the child will get support from his/her family so that he/she still feels more confident and is still able to plan and control his/her learning activities and utilize his/her environment. When a child is given positive support in the form of appreciation, for example in the form of praise from his/her family, the child will feel valuable enough so that when learning he/she has the motivation to organize and monitor his/her learning activities and select an environment that is conducive to the learning process.

Information support provided by the family will also help the child to get good information about how to learn well or advice from the family about personal problems faced by the child, so that the child is still able to control his/her learning activities, make plans in learning and create an environment that is conducive to learning. Meanwhile, support in the form of material/instrumental can be seen from parents who try to prepare good learning equipment and facilities for their children, so that children have the motivation to prepare and organize their learning activities and utilize their environment so that they can learn effectively. Thus it can be concluded that the higher the social support given by the family, the higher the self-regulated learning that is owned. If both factors, namely self-efficacy and family social support are owned by an individual, then both together will be able to increase a person's self-regulated learning. Because the individual's motivation to plan, monitor and control their learning activities arises from internal and external motivation.

Research limitations

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. However, in its implementation, the researcher realized that this research is not free from limitations. Here are some limitations of the research that the researcher will describe:

1. The variables studied in this study as independent variables are only two variables, of course there are still many other variables that can be studied that are related to self-regulated learning so that by studying several variables that have not been studied in this study, it can further strengthen the understanding of practitioners in the field of education.
2. This research was only conducted in one education office/Asahan Regency, of course it cannot guarantee self-regulated learning on a national scale, because each district certainly has different self-regulation of learning, culture or school climate and school facilities and infrastructure. Therefore, it is necessary to conduct more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various errors in terms of data collection, data analysis, discussion, and drawing conclusions in this research.

CONCLUSION

Based on the research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1. There is a significant positive influence between self-efficacy and self-regulated learning of high school students. The higher the self-efficacy motivation, the higher the self-regulated learning. Conversely, the lower the efficacy, the lower the self-regulated learning.
2. **The** existence of positive and significant influence between parental support on self-regulated learning of high school students. The higher the family support received, the higher the self-regulated learning. Conversely, the lower the family support, the lower the self-regulated learning.

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3. The influence of self-efficacy and parental supporttowards self-regulated learning of high school students,It can be concluded that self-efficacy and parental support together influence self-regulated learning.

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THE EFFECT OF SELF-EFFICACY AND PARENTAL SUPPORT ON SELF-REGULATED LEARNING (SRL) OF STUDENTS OF ASSISI SIANTAR PRIVATE SENIOR HIGH SCHOOL

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