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THE EFFECT OF SELF-REGULATED LEARNING AND SELF-AWARENESS ON SELF-LEADERSHIP AMONG STUDENTS AT EXCELLENT BRAIN TUTORING CENTER IN KABANJAHE

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Abstract

This study aims to examine the influence of self-regulated learning and self-awareness on self-leadership among students at the Excellent Brain tutoring center in Kabanjahe. The research employed a quantitative approach with a correlational design. A sample of 100 students was selected using purposive sampling. Instruments used included validated and reliable scales measuring self-regulated learning, self-awareness, and self-leadership. The regression analysis revealed that both self-regulated learning and self-awareness significantly affect self-leadership, both partially and simultaneously. These findings suggest that students' ability to manage their learning processes and recognize their personal traits plays a crucial role in developing self-leadership. The implications of this study are expected to provide valuable input for tutoring institutions in developing educational strategies that foster students' self-leadership to support academic achievement and character development.

Keywords*: Self Regulated Learning; Self Awareness, Self Leadership*

Introduction

School is one of the educational institutions where students experience the process of developing knowledge through the learning process from time to time. With the aim of developing oneself from the outside and inside. Learning is a process consisting of input, process, and output, so that individuals can optimize their potential and achieve their goals and be better prepared to face the challenges of globalization in the future. The education system currently used has the term curriculum. The curriculum is applied to help achieve teaching and learning activities. Education with a curriculum has goals, visions and missions designed as guidelines for organizing education in order to produce educated students. The curriculum applied at the tertiary level in the future for students must be of quality. Hamdani (2011) stated that a person's learning achievement is the result of measuring the assessment of learning efforts expressed in the form of symbols, letters or sentences that describe the results achieved by the child in a certain period. 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. 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 system of self-leadership, self-awareness and Self-Regulated Learning (SRL) which consists of 3 (three) important aspects, namely cognitive, motivational and metacognitive

(behavioral). During the information exploration process, researchers conducted initial interviews with several students regarding the development of cognitive, motivational and behavioral skills that they form in the learning process every day. A grade XI student with the initials MA said "At first, I was very enthusiastic about going to school. But the longer it was, the more I realized that I felt that I was getting more and more learning here, but it was not enough just at school, there had to be additional things like additional tutoring. There were indeed some lessons that I could follow but there were also many that I could not accept. At first, when I had difficulties, I would ask questions but the more I asked, the more I became embarrassed in front of my friends." The response indicated that there were some students who had difficulty digesting the learning at the school and needed to make more effort by adding extracurricular activities such as tutoring. Some students also admitted to having difficulties while following the learning process at school. A student with the initials SJ who is also a grade XI student said:

"Since elementary school, my parents always sent me to school in the village and far from the city. I am used to a learning pattern where every day there are many free lessons or empty lessons. Every now and then the teacher is absent and it is rare to study seriously every day. But when I went to school here, I started to find it difficult with a stricter learning pattern, where there are many practice questions, and rarely free lessons, or even never because when the teacher was absent, there was always a teacher to replace him. Finally, I just went through many subjects, as long as the homework was finished, no matter how because I felt my brain was not able to handle this kind of learning pattern. In fact, I had told my parents to move schools but theydidn't give me that opportunity. They even blamed me by saying I was lazy", that's why it's important to take additional courses in the tutoring in my area. Furthermore, Saefullah (2012) added that in general, factors that influence learning and learning achievement can be classified into two parts, namely internal factors and external factors. These internal factors include physiological factors related to health and the five senses, and psychological factors that include intelligence, attitude and motivation. While external factors that can influence learning achievement include family environment factors, school environment and community environment. Adolescence is one of the stages of human development. In this transition period from childhood to adulthood, various changes occur in adolescents, including changes in explosive and uncontrolled emotions, conditions that begin to mature, more effective cognitive reasoning in solving a problem (Hurlock, 2003). With academic conditions that demand consistency in learning, a student will certainly experience difficult times in completing the learning process. Every student is expected to make an effort to get grades according to applicable standards. Therefore, students are required to be active in studying according to their duties and responsibilities.

This shows that not only knowledge affects student learning achievement, but also skills in self-regulation can also affect student achievement wherever they are. Students who have high self-regulation, especially high self-regulation in learning (self-regulated learning) will be able to regulate their own learning activities so that they can achieve high achievement. However, along with the development of technology and in order to enter the era 4.0 everything changes to be more instant, the rapid progress of technology has a positive impact that benefits many students in the learning process, it can be arranged in one digital system. These very dynamic and complex changes and developments are happening very quickly in all fields that affect all sectors, both private and public. The rise of smartphone users, both Android and iOS systems, makes students dependent on smartphones and the internet. Therefore, qualified Self-leadership is needed for a student in pursuing education in high school and approaching college. Self-leadership is a process that exists within a person to increase motivation and direct themselves to behave in a way that is in accordance with what others expect of them. With Self-leadership, a student will be motivated to be able to lead themselves in contributing to the values they want to achieve. Thus, when a student has self-leadership in themselves, they can observe and manage themselves by developing qualities such as self-awareness, self-honesty, self-knowledge, and self-discipline. This also influences a student's belief in something, whether it comes from religious or cultural values, experiences, and hopes that they want to achieve.

These characteristics will be brought by each student in interacting with other students in the scope of college, faculty or their environment which will also affect their behavior in daily life especially in undergoing lecture activities. Self-leadership for students has an impact on their achievement of grades, the more capable a student is of leading themselves, the more capable they will be in achieving the grades they want to target. The problem that Kezia often experiences is difficulty in managing time. Sometimes it is difficult to determine what priorities should be done. Sometimes there are even things that interfere with the enthusiasm for learning, for example because there are things that have to be done suddenly so that they interfere with the previously determined study schedule (Interview on February 20, 2024). The problem that exists in students, for example, often after school at 2 pm they arrive home instead of immediately changing clothes and also tidying up the house but suddenly playing with their cellphones so they don't do anything. Often assignments don't end up studying even

though they have the intention to study but because they are holding their cellphones they become lazy to study. But sometimes they want to study diligently for 1 or 2 weeks after being scared by the teacher about the competition to enter PTN and once couldn't answer a quiz on e-brain so they become diligent in replying to what they couldn't yesterday. Thus it can be concluded that self-leadership has an impact on the high and low grades that will be obtained by a student. For that, every student needs to pay attention to the self-leadership that is within him/her. Based on the description above, it can be concluded that through Self Regulated Learning and Self Awareness can influence Self Leadership. So through the background of the problem above, the researcher is interested in conducting further research with the title of The Influence of Self Regulated Learning and Self Awareness on Self Leadership in tutoring students at Excellent Brain Kabanjahe.

Method

Participant

The population in this study was all students registered in the e-brain Kabanjahe tutoring, totaling 509 students, majoring in mathematics and natural sciences (IA) and social sciences (IS). The sampling technique in this study will use cluster random sampling. Where each student has the opportunity to be a sample but is randomized in the research conducted. The cluster random sampling technique is used with the aim of obtaining a representative sample by looking at the student population consisting of several heterogeneous classes (not the same), so that researchers take samples from each class 1, 2 and class 3. based on the characteristics or traits of students in grades I, II, III. The number of samples in this study was 102 students.

Research Implementation Procedures

The preparation process begins by looking for references related to the phenomenon raised, including literature on self-regulated learning, self-awareness, and self-leadership. After that, a research proposal is prepared with the guidance of a supervising lecturer. With the approval of the research proposal, the next stage is the preparation of measuring instruments.Implementation of Data Collection to Excellent Brain Kabanjahe Tutoring on May 23, 2025 by distributing the scales of self-regulated learning, self Awereness, and self Leadership. After obtaining the score results from the three variables tested, the next stage is to process the raw data with the help of SPSS 20.0 for windows.

Research Instruments

The instruments used in this research are the Self Regulated Learning, Self Awareness and Self Leadership scales

Data Analysis Techniques

After collecting all the required data, the next step is data processing. The existing data will be processed using the SPSS version 20 program. In this study, the test of hypotheses 1 and 2 will use the simple regression method, because the researcher wants to see the linear relationship between the dependent variable (X) and the independent variable (Y). Furthermore, hypothesis 3 will be tested using multiple regression, because the researcher wants to predict the influence (high-low) of the dependent variable with two independent variables as predictors of manipulation (Sugiyono, 2014). This method is a regression model by entering all independent variables (predictors) directly into the regression model (Field, 2009).

Results

Validity testing is carried out with the aim of testing the validity of each question item in the designed questionnaire. A question item is said to be valid if the correlation value (R count) of the question item is > R table (0.3). A question is said to be valid if the R count value is > 0.3 (R table). It is known that all R count values are > 0.3 (R table). So it is concluded that all of the questionnaires on the Self Regulated Learning variable (X1) are valid. A question is said to be valid if the calculated R value > 0.3 (R table). It is known that all calculated R values > 0.3 (R table). So it is concluded that all the questionnaires on the Self Awareness variable (X2) are valid. A question is said to be valid if the calculated R value > 0.3 (R table). It is known that all calculated R values > 0.3 (R table). So it is concluded that all of the questionnaires on the Self Leadership (Y) variable are valid. Reliability testing should only be done on questions that have or meet the validity test, so if it does not meet the validity test requirements then it does not need to be continued for reliability testing. The following are the results of the reliability test on valid question items.

Reliability Test Table

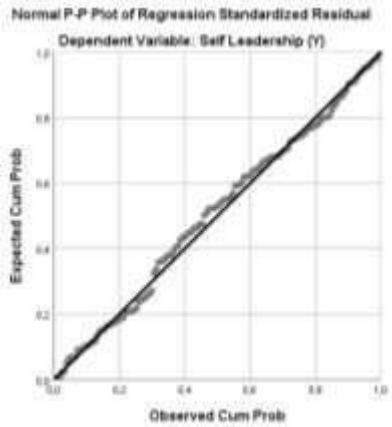
Variables	Cronbach's Alpha	Results
Self Regulated Learning (X1)	0.957	Reliable
Self Awareness (X2)	0.976	Reliable
Self Leadership (Y)	0.976	Reliable

If the Cronbach's Alpha value is greater than 0.6, then the research questionnaire is reliable. It is known that the questionnaire is reliable, because all Cronbach's Alpha values are greater than 0.6. The normality test aims to test whether in the regression model, the confounding variables or residuals have a normal distribution. The test and assumes that the residual values follow a normal distribution. In this study, the normality test for residuals using the Kolmogorov-Smirnov test. The level of significance used. The basis for decision making is to look at the probability figures, with the following provisions.$\boldsymbol{tF\alpha = 0,05p}$
If the probability value is 0.05, then the normality assumption is met.$\boldsymbol{p \geq}$
If the probability < 0.05, then the normality assumption is not met.

Table 4.5 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		149
Normal Parametersa,b	Mean	,0000000
	Std. Deviation	10.63099823
Most Extreme Differences	Absolute	,051
	Positive	,040
	Negative	-,051
Test Statistics		,051
Exact Sig. (2-tailed)		,811

Note that based on Table 4.5, the probability value or Exact. Sig. (2-tailed) is 0.811. Because the probability value, which is 0.811, is greater than the significance level, which is 0.05. This means that the data is normally distributed.***pp***



Normality Test Image Normal Probability Plot

Figure 4.2 Histogram Normality Test

The image above is a normality test with a normal probability plot approach, while in Figure 4.2 is a normality test with a histogram approach. It is known in Figure 4.1, the points are spread around the diagonal line, while in Figure 4.2, the curve is in the form of a normal curve, so the data is normally distributed.

4.2.2 Multicollinearity Test

To check whether multicollinearity occurs or not, it can be seen from the variance inflation factor (VIF) value. A VIF value of more than 10 indicates that an independent variable has multicollinearity.

Table 4.6 Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self Regulated Learning (X1)	,200	4,993
	Self Awareness (X2)	,200	4,993

Note that based on Table 4.6, the VIF value of Self Regulated Learning (X1) is 4.993 and the VIF value of Self Awareness (X2) is 4.993. Since all VIF values are <10, it is concluded that there is no multicollinearity.

4.2.3 Heteroscedasticity Test

The Glejser statistical test was chosen because it can guarantee the accuracy of the results compared to the plot graph test which can cause bias. The Glejser test is carried out by regressing the independent variable against its absolute residual value against the dependent variable. The criteria used to state whether or not heteroscedasticity occurs among the observation data can be explained using the significance coefficient. The significance coefficient must be compared with the previously set significance level (5%). If the significance coefficient is greater than the set significance level, then it can be concluded that there is no heteroscedasticity (homoscedasticity). If the significance coefficient is smaller than the set significance level, then it can be concluded that heteroscedasticity occurs.

Table 4.7 Heteroscedasticity Test with Glejser Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,482	2,573		5,241	,000
	Self Regulated Learning (X1)	-,090	,072	-,229	-1,257	,211
	Self Awareness (X2)	,012	,039	,058	,318	,751

a. Dependent Variable: abs_res

Based on Table 4.7, it is known that the Sig. Glejser value of Self Regulated Learning (X1) is 0.211 > 0.05 and the Sig. Glejser value of Self Awareness (X2) is 0.751 > 0.05. It is known that all Sig. Glejser values of each independent variable Self Regulated Learning (X1) and Self Awareness (X2) are above 0.05, so it is concluded that

there is no heteroscedasticity.

4.3 Multiple Linear Regression Analysis

The analysis method used in this study is by using multiple linear regression analysis. Multiple linear regression analysis is used when the number of independent variables is at least 2 independent variables. The use of multiple linear regression analysis is intended to determine the influence of independent variables which are usually called on dependent variables which are usually called . Table 4.8 is the result of multiple linear regression analysis.***XY***

Table 4.8 Multiple Linear Regression Analysis

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	22,964	4,315		5,322	,000		
	Self Regulated Learning (X1)	,622	,120	,395	5,181	,000	,200	4,993
	Self Awareness (X2)	,463	,065	,541	7,094	,000	,200	4,993

a. Dependent Variable: Self Leadership (Y)

Based on Table 4.8, the multiple linear regression equation is obtained as follows.

Y = 22.964 + 0.622X1 + 0.463X2 + e

Based on this equation it can be interpreted as follows:

- ⇨ It is known that the constant value is 22.964. This value can be interpreted that if Self Regulated Learning (X1), Self Awareness (X2) do not affect the dependent variable Self Leadership (Y), then the value of the dependent variable Self Leadership (Y) is 22.964.
- ⇨ It is known that the regression coefficient value of the Self Regulated Learning variable (X1) is 0.622, which is positive. This means that when Self Regulated Learning (X1) increases by 1 unit, Self Leadership (Y) tends to increase by 0.622.
- ⇨ It is known that the regression coefficient value of the Self Awareness variable (X2) is 0.463, which is positive. This means that when Self Awareness (X2) increases by 1 unit, Self Leadership (Y) tends to increase by 0.463.

4.4 Hypothesis Testing

4.4.1 Simultaneous Significance Test (F Test)

The F test aims to test the influence of independent variables together or simultaneously on the dependent variable Self Leadership (Y).

Table 4.9 Simultaneous Effect Test with Test***F***

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81742,673	2	40871,337	356,748	,000b
	Residual	16726,682	146	114,566		
	Total	98469,356	148			

a. Dependent Variable: Self Leadership (Y)

b. Predictors: (Constant), Self Awareness (X2), Self Regulated Learning (X1)

Based on Table 4.9, it is known that the calculated F value is 356.748 and the Sig. value is 0.000. It is known that the calculated F value is 356.748 > F table 3.058 and the Sig. value is 0.000 < 0.05, then Self Regulated Learning (X1), Self Awareness (X2) together or simultaneously have a significant effect on Self Leadership (Y).

4.4.2 Partial Significance Test (t-Test)

The t-statistic test is used to determine the level of significance of the influence of each independent variable on the dependent variable. Table 4.10 presents the regression coefficient values, as well as the t-statistic values for partial influence testing.

Table 4.10 Partial Effect Significance Test (Test)***t***

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	22,964	4,315		5,322	,000		
	Self Regulated Learning (X1)	,622	,120	,395	5,181	,000	,200	4,993
	Self Awareness (X2)	,463	,065	,541	7,094	,000	,200	4,993

a. Dependent Variable: Self Leadership (Y)

Based on the results of the t-test in Table 4.10, the following results were obtained:

⇨ It is known that the regression coefficient value of the Self Regulated Learning variable (X1) is 0.622, which is positive. This means that Self Regulated Learning (X1) has a positive effect on Self Leadership (Y). It is known that the t statistic or t count of Self Regulated Learning (X1) is 5.181> t table = 1.976 and the Sig. value is 0.000, which is <0.05 significance level, then Self Regulated Learning (X1) has a significant effect on Self Leadership (Y). So it is concluded that Self Regulated Learning (X1) has a positive and significant effect on Self Leadership (Y).

⇨ It is known that the regression coefficient value of the Self Awareness variable (X2) is 0.463, which is positive. This means that Self Awareness (X2) has a positive effect on Self Leadership (Y). It is known that the t statistic or t count of Self Awareness (X2) is 7.094> t table = 1.976 and the Sig. value is 0.000, which is <0.05 significance level, then Self Awareness (X2) has a significant effect on Self Leadership (Y). So it is concluded that Self Awareness (X2) has a positive and significant effect on Self Leadership (Y).

4.4.3 Analysis of Determination Coefficient

The coefficient of determination () is a value (proportion value) that measures the extent of the ability of the independent variables used in the regression equation to explain the variation in the dependent variable. $\boldsymbol{R^2}$

Table 4.11 Coefficient of Determination

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,911a	,830	,828	10,70357	2,004

a. Predictors: (Constant), Self Awareness (X2), Self Regulated Learning (X1)
b. Dependent Variable: Self Leadership (Y)

Based on Table 4.11, it is known that the coefficient of determination (R-Square) is 0.830. This value can be interpreted that the variables Self Regulated Learning (X1), Self Awareness (X2) are able to influence Self Leadership (Y) by 83%, the remaining 100% - 83% = 17% is explained by other variables or factors.

Discussion

The results of Self Leadership (SL) and Self Regulated Learning (SRL) are self-regulation concepts rooted in social learning theory (Bandura, 1977) and social cognitive theory (Bandura, 1986). In social cognitive theory, there is a reciprocal relationship between behavior, cognitive processes, and other personal factors. Based on the triadic reciprocal determinism framework, each aspect influences and determines the other (Bandura, 1986). Both SL and SRL include dimensions of self-regulation that include behavior, motivation, and cognitive aspects (Neck & Houghton, 2006; Zimmerman & Schunk, 2001). In addition, SL strategies are divided into three main components: strategies that focus on behavior, natural rewards, and cognitive mindsets (Manz, 1986, 1992). SRL is

based on a model that includes behavior, motivation, and cognition (Schunk & Zimmerman, 1998). Self-regulation theory states that individuals actively use strategies in these three dimensions to set internal goals and standards, and then regulate motivation and performance to achieve those goals. These strategies operate in a reciprocal model, where each strategy influences the other in a positive feedback loop (Bandura, 1986). Self Leadership can be identified through various aspects, such as self-monitoring, setting personal goals, giving and applying rewards and punishments to oneself, using direction strategies, intrinsic motivation, rewards for successfully completing tasks, attention to interesting aspects of tasks, encouragement to achieve success, internal dialogue, and evaluation of one's own ideas and thoughts (Ay, Karakaya, & Yilmaz, 2015; Kyguoliene & Ganusauskaite, 2017). This is in line with the concept of self-regulated learning research.(SRL) is to describe and explain students' learning motivation, behavior, and cognitive strategies (Zimmerman, 2001). Because learning is a lifelong process and it is important for professionals to implement self-regulated learning (Cuthbert, 1995; Kuiper & Pesut, 2004; Masui & De Corte, 2005; Smith, 2001; Stone, 2000).

According to Boekaerts & Cascallar (2006), there is a need to integrate SRL theory into practice through practical strategies that teach students to self-regulate. This suggests the possibility of cross-contextual application or potential relationship between SL and SRL. The concept that a person can regulate their task performance using behavioral, motivational, and cognitive strategies is at the heart of SL and SRL theory (Manz, 1986; Zimmerman, 1990). SL developed through several stages theoretically and practically in the business field (Neck & Houghton, 2006); while SRL emerged from learning theories in the discipline of education (Boekaerts & Cascallar, 2006). It can be said that self-regulated learning is a factor that can predict self-leadership. This study uses a scale that was once compiled by Sutton (2016) with one of the subscales containing awareness that represents the potential negative impact of the emotional impact of becoming more aware of oneself, such as guilt, fear, vulnerability and fear. Along with the development of technology and the dynamics of relationships with fellow individuals,in leading oneself, it is not only required to have technical skills and in-depth knowledge, but also the ability to manage emotions and relationships between individuals in the organization (Sintya et al., 2023). Lack of in-depth understanding of the two main dimensions of emotional intelligence, namely empathy and self-awareness, which have a direct impact on the dynamics of self-leadership. self-awareness—simultaneously to provide a more comprehensive understanding of their role in leadership. It can be said that self-awareness affects self-leadership.

Self-regulation, a concept in social cognitive theory, is the natural human process of monitoring and adjusting behavior to meet certain standards (Bandura, 1986). The self-regulation process is an integrated system that involves behavioral, cognitive, and environmental dimensions that interact and influence each other. Each dimension influences each other in a two-way manner. For example, the environment can trigger a person's behavior, while at the same time the individual's behavior can also influence his or her environment. Social cognitive theory views self-regulation as a mechanism that is influenced by internal and external factors that are controlled by the individual himself or herself (Bandura, 1986). Self-regulation theory has developed across disciplines, both as normative and descriptive theories. Self-leadership (SL) and self-regulated learning (SRL) theories have common foundations in social learning theory (Bandura, 1977) and social cognitive theory (Bandura, 1986). The concept that an individual can regulate his or her task performance using behavioral, motivational, and cognitive strategies is central to self-leadership (SL) and self-regulated learning (SRL) theories (Manz, 1986; Zimmerman, 1990). SL has evolved through several stages in business theory and practice (Neck & Houghton, 2006); while SRL emerged from learning theories in educational disciplines (Boekaerts & Cascallar, 2006).

The concept of SL emerged from the theoretical foundations proposed by Manz (1986) as a self-influence process, in which individuals use a specific set of strategies to control and monitor their behavior, motivation, and thoughts. SL has been applied in a variety of workplace situations (Neck & Houghton, 2006); however, the literature is still sparse in its application to education and learning. In contrast, self-regulated learning (SRL) has entered the workplace as a form of recognition that professionals need to continue learning in the workplace to remain relevant in their fields (Schloemer & Brenan, 2006). In addition to sharing the basic dimensions of self-regulation including behavior, motivation, and cognition, there are several strategies and outcomes of SL (self-leadership) and SRL (self-regulated learning) that are similar. Both theories share strategies such as self-observation, goal setting, self-talk, and cueing, as well as outcomes such as self-awareness, self-efficacy, and intrinsic motivation (Neck & Houghton, 2006; Zimmerman & Schunk, 2001). Self-awareness is essential in the advancement of technology and changes in interpersonal interactions. The ability to lead oneself now not only depends on strong technical skills and knowledge, but also requires skills in managing emotions and fostering interpersonal relationships within the organization (Sintya et al., 2023). The lack of a comprehensive understanding of the two main aspects of emotional intelligence—empathy and self-awareness—can have a direct impact on the

effectiveness of self-leadership. Thus, it can be concluded that self-awareness has an influence on a person's ability to lead themselves.

Conclusion

a. The results of the study showed that Self Regulated Learning (X1) had a positive and significant effect on Self Leadership (Y).
b. Self Awareness (X2) has a positive and significant influence on Self Leadership (Y).
c. Self Regulated Learning (X1), Self Awareness (X2) together or simultaneously have a significant influence on Self Leadership (Y) and are able to influence Self Leadership (Y) by 83%, the remaining 100% - 83% = 17% is explained by other variables or factors.

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