THE EFFECT OF SELF EFFICACY AND LEARNING INDEPENDENCE ON SELF REGULATED LEARNING IN STUDENTS OF SMK NEGERI 1 PERCUT SEI TUAN

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Abstract

This study aims to see the influence between Self Efficacy and Learning Independence with Self Regulated Learning in students of SMK Negeri 1 Percut Sei Tuan. The subjects of this study were students of SMK Negeri 1 Percut Sei Tuan with a sample of 96 students. With sampling through simple Proportionate Stratified Random Sampling.Data collection using a Likert scale consisting of three scales, namely the Self Efficacy scale, the Learning Independence scale and the Self Regulated Learning scale. The data analysis method used is Multiple Regression Analysis. The results of the study showed that in the first hypothesis there is a positive influence between Self Efficacy and Self Regulated Learning of students with a correlation coefficient of = 0.322 with a significance of $p = 0.001$ which means $p < 0.05$. This means that the better the Self Efficacy, the better the Self Regulated Learning of students. The second hypothesis is known that there is an influence of Learning Independence on Self-regulated Learning of students. This is indicated by the correlation coefficient = = 0.691 and a significance of $p = 0.001$ which means $p < 0.05$. This means that the better the Learning Independence, the better the Self Regulated Learning of students. And the third hypothesis shows that there is an influence of Self Efficacy and Learning Independence on Self-regulated Learning of students. This is indicated by $F = 72.762$ with $p = 0.001$ which means $p < 0.05$. The correlation coefficient = 0.691 and the significance value of $p = 0.001$ which means $p < 0.05$ and the coefficient of determination $r_{x1y}r_{x2y}r_{x2y}()$ R^2 of 0.61 which means Self Efficacy and Learning Independence have an influence on Self Regulated Learning with a contribution of 61%. Based on the results of the study, the hypothesis is accepted.

Keywords: *Self Efficacy, Learning Independence and Self Regulated Learning*

INTRODUCTION

One of the efforts to improve the quality of life is through education. Everyone needs education, no matter when and where they are. Education is very important. Because, without education, it is difficult for humans to develop, or even backward. Therefore, education must be really directed to produce qualified human beings who are able to compete, have noble ethics, and noble character. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education in Indonesia is organized through three paths, namely formal, non-formal and informal education. According to Article 1 paragraph 11 of Law Number 20 of 2003 concerning the national education system (hereinafter referred to as the National Education System Law), formal education is a structured and tiered educational path consisting of primary education, secondary education, and higher education. According to Article 1 paragraph 12 of the National Education System Law, non-formal education is an educational path outside of formal education that can be carried out in a structured and tiered manner that is carried out for citizens who need educational services that function as a substitute, supplement, and/or complement to formal education in supporting lifelong education. According to article 1 paragraph 13 of the National Education System Law, informal education is a path of family and environmental education. Education is the process of developing human potential, abilities, and capacities that are easily influenced by habits, then perfected by good habits, supported by tools (media) that are arranged in such a way that education can be used to help others or themselves in achieving the goals that have been set by Hermawati (2014). Based on the definition of education, it can be understood that every development

of human potential, ability, and capacity carried out through education has none other than a goal to be achieved. To achieve this goal, there are several factors that have an important role in education, one of which is students, where students are unique individuals with all characteristics that have potential, interests, talents, and creativity, so that students can live a more effective life. Considering that education is a lifetime and has goals that must be achieved as explained earlier, an effort is needed to achieve the goals of education itself, namely through learning. Learning is a process activity and is a very fundamental element in the implementation of any type and level of education. Learning as a fundamental element can be explained that learning is fundamental and must be done to support educational efforts. Thus, the success or failure to achieve educational goals can be said to be highly dependent on the learning process experienced by students, both when they are at school and in their own home or family environment.

The level of independence possessed by each student is certainly different, students who have good enough independence tend to be easier to learn because students tend to be easier to manage and direct themselves without having to be given encouragement or help by others, besides that students also have readiness to learn such as the ability to complete their own tasks and have confidence in expressing opinions. In line with Schaeffer's opinion (in Scott, 2018) which says that the level of independence that exists in each person is different, some are high and some are low, high independence tends to have high confidence, a lot of initiative, a sense of responsibility, and doing things for and by themselves. While students who lack learning independence, students tend to be more passive, tend to cheat, lack the initiative to learn on their own, dependence on others, lack confidence in learning and students also tend to show unpreparedness in learning. In line with opinion (Ali & Asrori, 2011) who said that the lack of independence among teenagers is related to poor study habits, namely not lasting and only learning after approaching exams, skipping exams, cheating, and looking for leaked exam questions. Based on observations made by researchers at SMK Negeri 1 Percut Sei Tuan, regarding learning independence there is a gap between theory and phenomena that occur in the field. This observation is compiled based on the characteristics of learning independence according to (Gea et al., 2002) that is confident, able to work alone, master the skills and skills that are appropriate to their job, respect time and be responsible.

This can be seen from the problems that occur, including that students are unsure or do not believe in their own abilities, where students have a tendency to wait for assignment answers from their friends even though the answer to the assignment from their friend does not necessarily have the truth and the student doing the assignment given by the teacher will start to be done when the friend has started to do the task, in this case the student cheats the assignment and is done not from the result students' own thoughts. Students are not able to work alone, where students prefer to be faced with tasks that must be done in groups and students choose smarter friends because students think that the student can rely on his friend when some of the students do not want to do the task. Students do not master the skills and skills that are in accordance with their work, where it can be seen that students wait for their friends to finish and are very dependent on their friends, even though the tasks given by the teacher are in accordance with the department's expertise program. Students do not appreciate time, where it can be seen that students do not use study time at school when there are free hours, students only learn if there is direction from the teacher, where when the teacher does not enter the classroom then there are still students who do not take advantage of the opportunity to study well, this shows that there are still many students who lack initiative in learning. Students do not have responsibilities in their learning activities, where students often cheat on work when there are assignments or when exams take place, if there is homework often do not do it at home but do it at school by cheating on their friend's work in the morning before the school bell rings even though if the student has high responsibility, the task can be done at home because there is one week to complete the task. This will have an impact on the attitude of Self-Regulated Learning that students have. Judging from the various phenomena above, it can be concluded that the value of Self-Regulated Learning students has not developed optimally. If conditions like this are not handled immediately, it is feared that it will have an impact on students' learning activities. So it is necessary to make efforts to encourage Self-Regulated Learning of students.

RESEARCH METHODS

The research approach used in this study is correlational quantitative descriptive research, which is a research approach that describes a relationship between two or more variables. The quantitative approach is an effort of a scientific approach to prove the pattern of relationships or influences between variables using statistical numbers. This research was carried out with the aim of being able to test, know and explain the relationship between variables in accordance with existing theories. The purpose of correlation research is to identify predictive relationships using correlational techniques between independent variables and bound variables. An independent variable is a variable that contributes to a relationship or influence on a bound variable. Meanwhile, the bound variable is a variable that

is influenced by the independent variable. In this study, the independent variable is the support of Self Efficacy and learning independence, while the bound variable is the responsibility of Self Regulated Learning. This research was carried out at SMK Negeri 1 Percut Sei Tuan located at Jl. Kolam No. 03, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. The variables used in this study consist of independent variables and bound variables. The independent variables are Self Efficacy (X1) and Learning Independence (X2) as well as the bound variable (Y) Self Regulated Learning. The number of populations and samples used depends on the type of research and the way data is collected in the field or in the laboratory, so the concept of population and sample must be understood and understood so that the implementation of research can run well (Darwin, 2020).

RESULTS AND DISCUSSION

This research was carried out at SMK Negeri 1 Percut Sei Tuan, which is located at Jl. Kolam No.3, Kenangan baru, Kec. Percut Sei Tuan, Deli Serdang Regency, North Suamtera with accreditation status A. Where this school has 14 departments with a total of 2,688 students, and the population in this study is all students at SMKN 1 Percut Sei Tuan with a total of 2,688 students. However, the sample used in this study was 96 students from class X. Just like vocational schools in general in Indonesia, the school education period at SMK Negeri 1 Percut Sei Tuan is taken within three school years, starting from grades X, XI to grade XII. At this time, the principal of SMK Negeri 1 Percut Sei Tuan is Mrs. Evi Herawati S. Pd., M.Si. In order to support the teaching and learning process, the school extracurricular activities provided by the school are of course diverse such as paskibra, red cross, futsal, basketball, choir, dance and so on. SMK Negeri 1 Percut Sei Tuan has 75 classrooms, 4 laboratory rooms, 1 library, 25 teachers' rooms, 1 prayer room, 1 UKS room, 23 toilets, 20 warehouse rooms, and 2 guidance and counseling rooms. Then, for sports facilities, the school provides a basketball court, volleyball court, badminton court, table tennis court and cultural arts studio. employing 173 teachers, each with a different educational background.

The Effect of Self Efficacy on Self Regulated Learning

The first hypothesis in this study is that there is a significant positive influence between Self Efficacy and Self Regulated Learning. Based on the test results, the correlation coefficient value was obtained $r\_x1y = 0.322$ and the significance value was $p = 0.001$. Thus, it can be concluded that the first hypothesis is accepted, namely that there is a significant positive influence between Self Efficacy and Self Regulated Learning. The contribution of Self Efficacy to Self Regulated Learning can be seen in the following table 4.3:

Table 4.3 Simple Regression Analysis of the Influence of Self Efficacy

Model Summary - Self Regulated Learning

Model	R	R²	Adjusted R²	RMSE
M_0	0.000	0.000	0.000	10.928
M_1	0.322	0.104	0.094	10.399

Note. M_1 includes Self Efficacy

Based on table 4.3 above, the determinant coefficient (R^2) of the effect of Self Efficacy with Self Regulated Learning is 0.10. This shows that Self Efficacy is formed by Self Regulated Learning with a contribution of 10%.

The Effect of Learning Independence on Self Regulated Learning

The second hypothesis in this study is that there is a significant positive influence between Learning Independence and Self Regulated Learning. Based on the test results, the correlation coefficient value was $r\_x2y = 0.691$ and the significance value was $p = 0.001$. Thus, it can be concluded that the second hypothesis is accepted, namely that there is a significant positive influence between Learning Independence and Self Regulated Learning. The contribution of Independent Learning to Self Regulated Learning can be seen in the following table 4.4:

Table 4.4 Simple Regression Analysis of the Influence of Learning Independence with Self Regulated Learning

Model Summary - Self Regulated Learning

Model	R	R²	Adjusted R²	RMSE
M_0	0.000	0.000	0.000	10.928
M_1	0.691	0.478	0.472	7.940

Note. M_1 includes Learning independence

Based on table 4.4 above, the determinant coefficient () of the influence between R^2 Learning Independence and Self Regulated Learning is 0.47 which means that 47% of the variation in Self Regulated Learning can be explained by Learning Independence.

The Influence of Self Efficacy and Learning Independence on Self Regulated Learning

The third hypothesis in this study is that there is a positive influence between Self Efficacy and Learning Independence and Self Regulated Learning. Based on the tests that have been carried out, the value of F = 72,762 with p = 0.001 is obtained. Thus, it can be concluded that there is a significant positive influence between Self Efficacy and Learning Independence with Self Regulated Learning. This means that the third hypothesis in this study is accepted. While the value of the determination coefficient () R^2 of the two independent variables is as follows:

Table 4.5 Value of Determination Coefficient (R^2)

Model Summary - Self Regulated Learning

Model	R	R²	Adjusted R²	RMSE
M₀	0.000	0.000	0.000	10.928
M₁	0.781	0.610	0.602	6.897

Note. M₁ includes Self Efficacy, Kemandirian belajar

Based on the above results, a determination coefficient value () R^2 of 0.61 was obtained, which means that together Self Efficacy and Learning Independence have an influence on the emergence of Self Regulated Learning which is 61%

Table 4.6 Regression Analysis Together

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics Tolerance	BRIGHT
M₀	(Intercept)	73.292	1.115		65.710	< .001		
M₁	(Intercept)	-27.213	8.733		-3.116	0.002		
	Self Efficacy	-0.696	0.124	-0.593	-5.620	< .001	0.376	2.656
	Learning independence	1.566	0.143	1.159	10.987	< .001	0.376	2.656

Based on the table, the regression equation and with Y is as follows: $X_1 X_2$
$$Y = -27.213 + -0.696 + 1.566 \, X_1 X_2$$

Self Regulated Learning is denoted by Y, Self Efficacy is denoted by and Learning Independence is denoted by $X_1 X_2$. Thus the regression equation means that the Self Regulated Learning variable will change by -0.696 for each unit of change that occurs in the Self Efficacy variable () and will change by 1.566 for each unit of change that occurs in the variable of Learning Independence. $X_1 (X_2)$ What this means is that Self Efficacy and Learning Independence together have a significant role in Self Regulated Learning. There will be an increase (X_1 Self Efficacy) and X_2 (Learning Independence), which will be followed by an increase in Self Regulated Learning (Y). Then the Partial Regression Coefficient Test (t-test) was carried out, this test was used to find out whether the independent variable (, ,..) had a significant effect on the dependent variable (Y) in the regression model, or in other words the Partial Regression Coefficient Test showed whether the independent variables had a partial (separate or stubborn) influence on the bound variable. $X_1 X_2 X_n$ The results of the partial analysis between the variables of Self Efficacy and Self Regulated Learning were obtained = -5.620 and Sig. = 0.01 while the value = 1.98. Because of the > value, it can be concluded that Ho is rejected and Ha is accepted, which means that the $t_{hitung} t_{tabel} t_{hitung} t_{tabel}$ Self Efficacy variable partially has a significant effect on Self Regulated Learning. The higher the Self Efficacy, the higher the Self Regulated Learning. The lower the Self Efficacy, the lower the Self Regulated Learning.

The results of the partial analysis between the variables of Learning Independence and Self Regulated Learning were obtained = 10.987 and Sig. = 0.05 while the value = 1.97. Because the value of the tcal is >, it can be

concluded that Ho is rejected and Ha is accepted, which means that partially the variable of Learning Independence has a significant effect on $t_{hitung} t_{tabel} t_{tabel}$ Self Regulated Learning. The higher the Learning Independence, the higher the Self Regulated Learning. The lower the Learning Independence, the lower the Self Regulated Learning.

CONCLUSION

There is an influence of Self Efficacy on Self-regulated Learning of SMK Negeri 1 Percut Sei Tuan students. This is shown by the value of the correlation coefficient = 0.322 and the significance value of p = 0.001 which means p < 0.05. This means that the better the Self Efficacy, the better the Self Regulated Learning of SMK Negeri 1 Percut Sei Tuan students. The determinant coefficient () of the effect of Self Efficacy with Self Regulated Learning is 0.10. This shows that Self Efficacy is formed by Self Regulated Learning with a contribution of 10%. There is an influence of Learning Independence on Self-regulated Learning of SMK Negeri 1 Percut Sei Tuan students. This is shown by the value of the correlation coefficient = 0.691 and the significance value of p = 0.001 which means p < 0.05. This means that the better the Independence of Learning, the better the Self Regulated Learning of SMK Negeri 1 Percut Sei Tuan students. The determinant coefficient () of the effect of Learning Independence with Self Regulated Learning was 0.47. This shows that Learning Independence is formed by Self Regulated Learning with a contribution of 47%. There is an influence of Self Efficacy and Learning Independence on the Self-regulated Learning of SMK Negeri 1 Percut Sei Tuan students. This is shown by F = 72.762 with p = 0.001 which means p < 0.05. And the correlation coefficient = 0.691 and the significance value of p = 0.001 which means p < 0.05 and the determination coefficient () of 0.61 which means that together Self Efficacy and Learning Independence have an influence on Self Regulated Learning with a contribution of 61.0%. $r_{x1y} R^2 r_{x2y} R^2 r_{x2y} R^2$

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