

Personal and Social Environment in Self-Regulated Learning

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Abstract

This study aims at obtaining evidences about the effect of self-efficacy, parenting style and peer groups on self-regulated learning. This research was conducted in Senior High School Cimahi. The method of data collection used is a survey method using questionnaires. The population consists of 105 Senior high school students in Cimahi. The primary data was obtained by applying a direct questionnaire distributed to 105 respondents using simple random sampling technique. All Data were analyzed by using the multiple regression analysis. The results of the analysis show that the self-efficacy, the pattern of parenting style and the peer group have positive effects on improving student self-regulated learning.

Keywords: self-regulated learning, self-efficacy, parenting style, peer group

1. INTRODUCTION

In this era, it is important for every student to have the ability and expertise, not only cognitively but also behaviorally. Today, one of the abilities that must be possessed by students is to be independent students because self-reliance is an important element in education that helps students adapt to their learning environment in order to achieve their desired academic success (Daniela, 2015; Balapumi, von Kinsky, Aitken, & McMeekin, 2016; Bozpolat, 2016). Students who are able to manage themselves both cognitively and behaviorally are important aspects of learning, and self-regulation students who are able to manage their own learning processes will influence their academic success (Effeney, Carroll, & Bahr, 2013).

Self-regulation was first put forward in the concept of social cognitive theory of self-regulation by Bandura, in which self-regulation is defined as a strategy carried out by individuals in controlling their learning processes and then try to monitor, regulate, and control their cognition, motivation, and behavior, to obtain information or skills that involve perceptions of agency, goals, and perceptions of instrumentality of the learners, and to mediate individuals, context, and achievement (Bandura, 1986; Bozpolat, 2016; Zimmerman, 1989).

Basically, Bandura's social cognitive theory of self-regulation analyzes three mechanisms, namely how new knowledge, ideas and practices are obtained, how factors such as self-efficacy encourage someone to be able to master the needed competencies, and how the role of social networks such as parents, teachers and peers to form the required competencies, in which there is a formation of self-regulation

(Bandura, 1986). Zimmerman (1989) also said that self-regulation is influenced by three factors, i.e. individual, behavior, and environment.

Self-reliance is not an ability obtained by an individual since he was born. Based on some of the previous opinions, self-reliance is an ability formed from habits and behavior and also influenced by the environment, which encourages an individual to have values or abilities. In this study, the formation of self-reliance focused more on how self-efficacy in an individual and how the social environment of family and peer group encourages the formation of self-reliance.

Basically, self-efficacy is defined as an individual's assessment of his ability to regulate and implement the actions needed to achieve what has been determined (Bandura 1986). Self-efficacy can have a direct influence on the choice of activities and arrangements and will also help students determine how much effort will be spent on an activity, how long they will survive while facing the obstacles, and how strong they are in dealing with adverse situations, where someone with low self-efficacy may believe that things are more difficult than they really are, beliefs that initiate stress, depression, and a narrow vision of the best way to solve problems, while high self-efficacy will help create a sense of calm in facing every difficult task and activity (Bandura, 1986).

In addition to self-efficacy, social environment is also able to influence children's self-reliance, one of whom is parents. Parents basically play a role in shaping their children into adults through the influences they give. Reflections between parent and child relationships can be seen from the way the parents care for their children by giving treatments that will produce an emotional bond between the parents and their children. This parenting style will later distinguish the nature, character, personality of the child, and the bonds produced

between children and parents. Mussen, Conger, Kagan, and Huston (1994) said that parenting style is a way used by parents in trying various strategies to encourage their children to achieve their desired goals. Baumrind divided parenting style into three, namely authoritative, authoritarian, and permissive. Parents with good parenting really help children in developing self-regulation, and encourage them to manage their own learning (Huang & Prochner, 2003).

Peer group also affects the formation of children's self-reliance when the children start entering their school, parents or family is not the only environment known by the children, but at school the children begin to mingle with their peers. Then, the more mature the child is, the peer group will be more dominant than the family. Hurlock (1978) said that peers are children with the same age and developmental level. Peer group is also defined as children or adolescents who have more or less the same age or level of maturity that interact with each other and have unique roles in culture or habit (Santosa, 2004). The role of peer group is as important as the role of family in shaping the children's attitudes and personality. Peer group change the students' motivation and strategies to have self-reliance (Balapumi et al., 2016).

This study basically aimed to see the effect of self-efficacy, parenting style and peer group on the formation of students' self-reliance. This research was still rarely conducted therefore it was interesting to see how the students' self-reliance and personal and social factors can influence the formation of self-reliance. The hypotheses of this study, namely:

- a. There is a positive and significant influence between the self-efficacy on the students' self regulation
- b. There is a positive and significant influence between the parenting style on the students' self regulation
- c. There is a positive and significant influence between the peer group on the students' self regulation
- d. There is a positive and significant influence between the self-efficacy, parenting style, and peer group on the students' self regulation.

2. RESEARCH METHOD

This study was conducted using a quantitative approach and an explanatory survey method to find out how self-regulation factors influence the formation of student's self-regulation. The research survey was conducted on the high school students in Cimahi, with a sample of 105 students selected by a simple sampling technique. The sample was the eleventh grade students of social science class with ages of 16-17 years. The instruments used in the questionnaire were 60 statements. All instruments had been declared valid and reliable to be used as data collection tools.

3. RESULTS AND DISCUSSION

3.1 Research Results

From the results of analysis with multiple regression analysis techniques, the following results were obtained:

Table 1. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	11.960	3.468		3.448	.001
	x1	.188	.050	.248	3.730	.000
	x2	.182	.044	.278	4.180	.000
	x3	.434	.039	.661	11.059	.000

a. Dependent Variable: x4

Based on the table, the following result was obtained:

$$Y = 11.960 + 0.188X_1 + 0.182X_2 + 0.434X_3$$

The above linear regression coefficient shows the direction of influence of each independent variable towards the dependent variable. From the equation, it could be concluded that the value of the constant coefficient in the equation is 11.960, meaning that if the coefficients of the self-efficacy, parenting style and peer group are considered zero, the obtained students' self regulation is 59.682. Based on the table, it was also obtained the results of hypothesis testing as follows:

a. Effect of X₁ on Y

Based on the results of the analysis, it is known that self-efficacy (X₁) has t_{count} value of 3.730 and significance of 0.000. This shows that t_{count} > t_{table} value is 3.730 > 1.659 and significance value < α value is 0.000 < 0.05, meaning that H₀ is rejected. Based on this, it can be concluded that self-efficacy has a positive and significant influence on self regulation.

b. Effect of X₂ on Y

Based on the results of the analysis, it is known that parenting style (X₂) has t_{count} value of 4.180 and significance of 0.000. This indicates that t_{count} > t_{table} value is 4.180 > 1.659 and significance value < α value is 0.000 < 0.05, meaning that H₀ is rejected and Ha₂ is accepted. Based on this, it can be concluded that parenting style has a positive and significant influence on self regulation.

c. Effect of X₃ on Y

Based on the results of the analysis, it is known that peer group (X₃) has t_{count} value of 11.059 and significance of 0.000. This shows that t_{count} > t_{table} value is 11.059 > 1.659 and significance value < α value is 0.000 < 0.05, meaning that H₀ is rejected and Ha₃ is accepted. Based on this, it can be concluded that peer group has a positive and significant influence on self regulation.

d. Effect of X₁, X₂, X₃ on Y

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3735.554	3	1245.19	61.002	.000 ^b
	Residual	2061.646	101	20.412		
	Total	5797.200	104			

a. Dependent Variable: x4

b. Predictors: (Constant), x3, x1, x2

Based on the results of the analysis, it was found that simultaneously X_1 , X_2 and X_3 have f_{count} value of 61.002 with significance of 0.000. It indicates that $f_{count} > f_{table}$ value is $61.002 > 2.69$ and significance value $< \alpha$ value is $0.000 < 0.05$, meaning that H_0 is rejected and H_{a4} is accepted. Then it can be concluded that simultaneously self-efficacy, parenting style, and peer group have a positive and significant influence on self regulation.

From the results of multiple regression analysis techniques, it was also obtained the coefficient of determination or R^2 value as follows:

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.644	.634	4.51800

a. Predictors: (Constant), x3, x1, x2

Based on the table, the R^2 value is 0.803. This means that self-efficacy, parenting style, and peer group variables have a contribution of 80.3% to self regulation, while 19.7% is influenced by other variables not discussed in this study.

3.2 Discussion

Based on the analysis, it shows that self-efficacy (X_1) has a positive influence on self-regulation (Y). The students who have self-efficacy will be able to form perceptions to enable them to evaluate the progress and the mastery of their personal goals on their tasks (Zimmerman, 1989). The same results were also obtained in a study conducted by Hamedani (2013) in which there is a positive relationship between self-efficacy towards the student's self-regulation. The students' confidence in their abilities can influence the formation process of their self-reliance and with the self-regulation, they will have their own perceptions of their abilities.

Self-efficacy and self-regulation have a positive relationship. Students who have self-reliance are able to have self-control and self-discipline and to use their abilities and efforts to achieve their desired goal. Self-reliance appears and functions when the students finds themselves in a position demanding a level of confidence. It can be said that self-regulation appears if a child begins to believe in his abilities and has the belief that he is able to do every task and challenge in learning so that the desired goals can be achieved.

From the results of the analysis, it was also found that parenting style (X_2) has a positive influence on self-regulation (Y). Students with good parenting style are able to internalize good values in themselves, including the value of self-regulation from an early age, so that they can carry out their own learning activities without the help of others. The same results are also shown in a research conducted by Mirawati and Yunita (2018) that parenting style has a positive and significant influence on self-regulation. This is due to the success in internalizing character values such as self-reliance value. It is very dependent on parenting style applied by the parents. The children learn anything including characters through parenting style applied by their parents. Parenting style greatly affects the embedded values.

Then, based on the analysis in this study, it was also found that peer group (X_3) has a positive influence on self-regulation (Y). Basically, when the children start entering the school, their environment is no longer just their family. They will begin to adapt to a new environment, namely their peer group. They will start interacting with and adapting to each other to be accepted in that new environment. The peer group will also directly influence every value in them including the embedding of self-reliance value in children. The same results are also shown in a research by Jones, Estell, and Alexander (2008) that children who interact with their peers both inside and outside the school environment have a significant relationship with self-regulation due to their habit to discuss things with their peer group. They tend to share everything, including learning methods and self-regulation strategies. Peer group has a positive influence on self-regulation because peer group influences each other's beliefs and behaviours.

4. CONCLUSION

This study identifies how personal factors and the social environment influence self-regulated. Where self regulation is not determined by someone else, but is a process that is influenced by the environment and behavior. In this case a good self-efficacy and a good social environment will be able to form self regulation. Based on this, to form self regulated in children, it is necessary to assist parents with good parenting to instill independent character values in children, and a good group of peers is needed to have a positive influence and impact on students and it requires confidence in the ability and expertise possessed, so that students are able to organize each of their own activities in order to achieve what he wants.

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