

# The Influence of Parenting Style and Peers Group on Self-Efficacy and its Implications for Self-Regulated Learning

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## *Abstract*

This study aims at obtaining the evidences about the influences of parenting style and peers group on self-efficacy and its implications for self-regulated learning. The approach used in this research is quantitative. This research was conducted in senior high schools in Purwakarta. The method of data collection applied was a survey method using questionnaires. The questionnaire consisted of 47 statements and every statement have 4 choices. All the statements in questionnaire are valid and reliable to be tested. This research used simple random sampling technique so that 100 respondents are obtained. All the data were analyzed using path analysis. The data will be processed using the SPSS. The results of the analysis show that the parenting style and the peers group have positive effects on improving the self-efficacy. In addition both parenting style and peers group have a positive effect on improving self-efficacy and implications for self-regulated learning.

**Keywords:** parenting style, peers group, self-efficacy and self-regulated learning

## 1. INTRODUCTION

In the era of 4.0, the self-regulated learning is one of the most crucial things. It can encourage children to be more actively in developing and exploring their abilities. In addition, according to Peeters et al., (2013, p. 1) the other benefits of self-regulated learning increase success in problem solving, academic achievement, intrinsic motivation and task interest.

The self regulated learning is influenced by various factors. Bandura (1986) said that self regulated learning is basically influenced by personal factor, human behaviour and the environmental factors. These factors can explain the process of forming the self regulated learning externally and internally. The external factors are carried out by parents and the peer groups. The parent role is the first and foremost in children's cognitive development. It is similar to what Maccoby (2000) say that parents have a powerful impact on the characteristics children develop and the directions their lives take. Meanwhile, peer groups are the closest to them who can stimulate the independency through their interaction to one another.

The internal factor is mainly influenced by the self efficacy. This is like what is stated in Bandura (1986) that Social cognitive theorists assume that self-efficacy is a key variable affecting self-regulated learning. The process of efficacy will encourage students to do their assignments independently. This condition gradually can create the independency in themselves.

This research will discuss the self regulated learning which will give some effects either directly or indirectly to the students. Besides, the writer will also describe how the respondents explain the parents' role through questionnaires without limiting or classifying it into one category which is reflected only to one or two same indicators with their parents' role.

### 1.1 Self-Regulated Learning

Self-regulated learning (SRL) is a process, which is proactive, and in this process, individuals are expected to organize and manage their thoughts, emotions, behaviours, and their environment to fulfil their academic objectives (Ramdass & Zimmerman, 2011). Based on the previous statement, it can be concluded that self regulated learning is a process conducted by students to manage and do the process of learning through a willingness in themselves. This self regulated learning can be seen by using these indicators : 1) be independent; 2) confident; 3) discipline; 4) responsible; 5) initiative and 6) self-control.

### 1.2 Parenting Style

According to Baumrind (1989), parenting style is considered a characteristic of the parent that is relatively stable over time and constitutes the daily environmental and emotional context for child rearing. It can be concluded that the parenting style is the ways of how parents lead and treat their children. The parents' role can be seen through these

indicators; 1) the interaction in the family; 2) the childrens' cognitive development; 3) parents' role and 4) parents' pattern.

### 1.3 Peers Group

According to Esiri (2016, p. 8) peers group is associated as an agent of socialization, determines to a large extent, what social codes an individual learns. Lehdonvirta and Rasanen (2011, p. 3) peers group are a fundamental part of young people's lives, where these group are now increasingly computer mediated. By those meaning, peer group refers the social environment which tend to have some similar characteristics and is indeedly influenced by technology. The peer group can be assessed by these indicators: 1) cooperation, 2) competition, 3) opposition, 4) acceptance 5) conformity and 6) integration.

### 1.4 Self-Efficacy

According to Bandura (1986, p. 61) people's judgments of their capabilities organize and execute courses of action required to attain designated types of performances. There are three main dimintions of efficacy which can be used in order to measure the self efficacy : 1) Magnitude which can be used to see if a student has an optimistic perspective toward the assignments. They are expected to be able to consider the assignment as a challenge, to plan to finish them, to solve the problems in the learning process and to get a high commitment to finish them; 2) streng which can be used to see if a student is able to do the exercises in any conditions, to have the skill in finishing them, and to feel sure of their ability and to be able learn from their experiences; 3) Generality which is used to see if a student is able to behave various situation positively and handle the stress correctly.

## 2. METHOD

This is a quantitative method whose data collection is observation. The population of this research consists of all social senior high schools in Purwakarta at the year of XII. As many as 100 respondents were randomly taken in order to represent the population. In addition, instrument validating was also applied by delivering questionnaires and 47 statement consisting five choices. After being examined, all the statements were stated valid and reliable to be tested. The data analysis used was the path analysis which can identify and analyse the effects of the independent variables to the dependent ones. Those effects will be explained in these hyphoteses:

- Ha<sub>1</sub>: The effect of parents' role toward the self efficacy
- Ha<sub>2</sub>: The effect of peer group toward the self efficacy
- Ha<sub>3</sub> : The direct and indirect effect between the parenting style toward the self regulated learning
- Ha<sub>4</sub> : The direct and indirect effect between peer group toward the self regulated learning

Ha<sub>5</sub>: The effect between self efficacy and self regulated learning

## 3. RESULTS

### 3.1 The Effect of Parenting Style and Peer Group on Self-Efficacy

Based on Figure 1.1, the coefficient of parentingstyle is 0.342 (Sig 0.00) and the peers group coefficient of 0.402 (Sig 0.00). This shows that there is a positive and significant effect between the parenting style and the peer group toward the self efficacy. Besides, based on the output of the SPPSS, it can be seen that the average of R- square v is 0,5432. This means that the contribution of the parenting style and the peer group toward the self efficay is 52%, while the other 48% is the contribution of other variables which were not combined in this research. The value e1 = 0.8 (e1=√1-R-square).

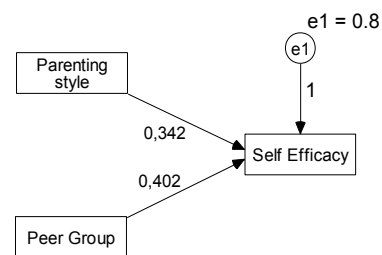


Figure 1.1 The Results of path analysis in cycle 1

### 3.2 The Effect of Parenting Style on Self-Regulated Learning

Based on Figure 1.2, it can be seen that there is a direct influence between parenting style on self regulated learning by 0.159 (Sig 0.029). This also shows that parenting stylehas indirect effect between the parenting style toward the self regulated learning through the self efficay as 0,2018. It automatically can be concluded that the parenting style carries out the positive effects and very significant to the self regulated learning. The same thing also occurred to the indirect effects where the positive and significant effects existed between the parenting style and the self regulated learning toward the self efficacy as (0,218 > 0,159).

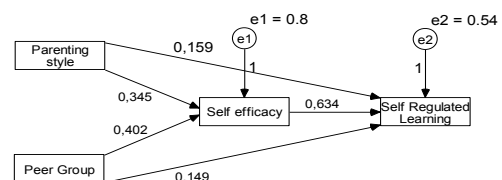


figure 1.2 The Results of path analysis in cycle 2

### 3.3 The Effect Peer Group Influence on Self-Regulated Learning

Based on figure 1.2, it is known that there is a direct influence of peer groups on self regulated learning as 0.149 (Sig 0.045). This shows that peers group also carries out the indirect effect toward the self regulated learning through self efficacy as 0,254. Thus, it can be concluded that the peer group also brings positive and significant effects toward the self regulated learning. The same case also occurd where the indirect effects between the peers group to the self regulated learning through the self efficacy as  $0,254 > 0,149$ .

### 3.4 The Effect of Self-Efficacy on Self-Regulated Learning

Based on Figure 1.2, the coefficient of self-efficacy obtained was 0.634 (Sig 0.00). This shows that there is a positive and significant effect of self-efficacy on self regulated learning. In addition, based on the results of the SPSS output above, the R-square value is also obtained at 0.7. This shows that the contribution of parenting style, peers group and self-efficacy towards self regulated learning is 70%, while the other 30% is a contribution from other variables which was excluded in this study. The value of  $e1 = \sqrt{1-R\text{-square}}$ .

## 4. DISCUSSION

Based on the Figure 1.1, it can be concluded that parenting style (parents' role) is one of the factors that can increase the self-efficacy (explanted in figure 1.1). It can be seen from how parents educate and implement the good values to their children. One of the values which is necessary to be implemented is the confidence. This is similar to the opinion delivered by Mary (2016) that parents are responsible for shaping up the child's behavior and implementing positive values in them. In addition, Seifi (2016) also found that there were positive effects and significances in the parenting style toward the self efficacy. Based on figure 1.1, it can also be concluded that the peer group is one of the factors that can increase the self efficacy. It can be proven in "full day school" which make the children spend a lot of time interacting with their friends. The peer group brings positive effects and significants toward the self efficacy.

In figure 1.2, it can be seen that there are three hyptheses. The first hypthesis explain the parenting style give direct and indirect effects toward the self regulated learning. The parents' method in educating and supervising their children can give effects directly. Shen, Cheah, and Yu (2018) agreed with this method. He said that Parenting styles play a significant role in children's self-regulation development. The indirect effect (through the efficacy) can be conducted by implementing the good values which can increase the childrens' independency. It has been correctly proven by Jittaseno and Varma (2017) that parenting style

(authoritative) have a significant indirect influence on self-regulated learning, being mediated by self-efficacy.

The second hypthesis explain that there are positive effects and significances in peer group toward the self regulated learning either directly or indirectly (explanted in figure 1.2). The direct effect can be seen by the interactions conducted by a child to his peer group. Jones, Estell, and Alexander (2008) said that the interaction conducted either inside the class or outside the class will encourage the students to be more independent. The same result also can be read in Balapumi, von Konsky, Aitken, and McMeekin (2016) peers group have a significant effect on university students' self-regulation of learning. The indirect effect (through the efficacy) can be seen from the values existed in the process of interacting. The positive value in the interaction will build the students' independency. This is also supported by Selvam (2017) that the peer group plays a vital role in the formation of attitudes, values, behaviour and personality of a person.

The last hypthesis explain that self efficacy can increase the independency in children for it is a belief that considers that someone can solve the problems by his own ability. This belief will support the children to finish their assignment and responsibilities he has. This is also found in Bandura & Schunk, (1981) that Students with higher self-efficacy beliefs have been proven to willingly undertake challenging tasks and Theresya, Latifah, and Hernawati (2018) that self-efficacy is positively significant with self regulated learning

## 5. CONCLUSION

- a. The role of problem solving, problem based learning and critical thinking in the era of globalization Environmental factors has a positive and significant effect on self-efficacy. Therefore, environment must teach students about self-efficacy.
- b. Environmental factors have a positive and significant influence on self regulated learning either the direct effect or the indirect effect (through self-efficacy). So environment must encourage learners to develop their skills, especially self regulated learning

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