



The Relationship Between Peer Social Support and Self-Regulated Learning

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Abstract. The background of this research is because there are problems related to self-regulated learning in students at SMAN 1 Wonoayu. Many students who are students like leaving class and have no goals after graduation. The purpose of this study is to determine the relationship between peer social support and self-regulated learning. This research method is quantitative with a population of 1,060 students at SMAN 1 Wonoayu and the sample of this research is 270 students based on the Isaac & Micchael table with a significance level of 5%. Determination of the sample using a proportional stratified random sampling technique where the sampling is used when the population has members / elements that are not homogeneous and proportionally stratified. The variables in this study are peer social support and self-regulated learning. Data collection in this study used two psychological scales of the Likert scale model for peer social support and self-regulated learning. The hypothesis in this study is that there is a positive relationship between peer social support and self-regulated learning. Data analysis in this study used Spearman's rho product moment correlation statistical test with the help of SPSS 26.0 for Windows. The results of this study indicate that there is a significant positive relationship between peer social support and self-regulated learning in class students at SMAN 1 Wonoayu with a value of $r = 0.488$ with a significance value of 0.000 ($P < 0.05$). The higher the peer social support, the higher the self-regulated learning that students have, and vice versa.

Keywords - Peer Social Support, Self Regulated Learning, High School Students

1 Introduction

Adolescence is a transitional period that occurs in the middle of childhood to adulthood starting with physical, cognitive, social and emotional changes. Adolescent developmental tasks focus on efforts to change childish attitudes and behaviors into adult or adult-like attitudes and behaviors. [1]. The task of adolescent development is to develop the concept as well as the ability to be skilled in intellectual skills that are so necessary for the implementation of the role of community members and carry out the process of developing behavior in terms of social responsibility needed to enter and engage in adulthood to achieve emotional independence [2]. [2].

Students have a strong desire for education influenced by interest in the desired job in the future. [3]. The information obtained by students and what they learn about future challenges makes students determine future goals and objectives. Efforts to form superior resources for students are generally carried out by increasing achievement. There are several ways that can be done in terms of improving individual achievement in learning, namely with the *self-regulated learning* model approach.

Self-regulated learning is a proactive process of students to acquire academic skills, by planning to learn, setting goals, selecting preparing strategies, evaluating learning results to have effective control in the learning process. [4]. Students who have the ability of *self-regulated learning* will play an active role in their learning process and finally be able to decide what to learn and how to learn it. Thus, to achieve the expected goals will not be realized if there is a lack of awareness and desire to learn owned by students [5]. [5]

Previous research [6] mentioned that there are still problems related to *self-regulated learning*. The results of previous research on *Boarding School* students showed that there were 54% of students belonging to the low *self-regulated learning* category. Other research conducted by [7] showed that students of Yayasan Perguruan Bandung Tembung had low *self-regulated learning*. Lack of *self-regulated learning* can result in students having an inability to control environmental influences. [8]. Research conducted by [9] also mentioned that *self-regulated learning* has an influence on academic procrastination where the higher the *self-regulated learning*, the lower the academic procrastination.

This phenomenon also occurs at SMAN 1 Wonoayu, based on the results of interviews conducted, it is known that there are problems regarding *self-regulated learning*. Students do not have a strategy in learning, like to leave the class when learning takes place. This is in accordance with the statement [10] which explains the symptoms of low *self-regulated learning*, namely from the aspect of metacognition there are characteristics of not having a strategy in learning, aspects of motivation with characteristics of lack of enthusiasm in learning and behavioral aspects characterized by the characteristics of leaving class during the lesson.

Every student has different *self-regulated learning*. Factors that influence self-regulation are internal factors and external factors. Internal factors include individuals and behaviors, while external factors include the environment and support from the existing environment. [11]. Factors that influence the emergence of *self-regulated learning* are internal and external factors. According to [12] the external factor of *self-regulated learning* is peer social support. The aspects of peer social support are emotional support, appreciation support, instrumental support and information support. [13].

Some studies related to the relationship between peer social support and *self-regulated learning* such as those conducted by [7] "The Relationship of Social Support with Self Regulated Learning in Bandung Tembung College Foundation High School Students" whose results are significantly correlated with peer social support but there is an influence from other factors. The peer social support factor is influential for students, because it includes how students provide emotional support, instrumental appreciation and information provided.

Peer social support can influence *self-regulated learning* [14]. Research conducted by [15] also shows the results that peer social support can affect *bullying* behavior carried out by students. Students who have high peer social support will have low *bullying behavior*. Research conducted by [16] also proves that peer social support is very important for students' socialization skills. Other research conducted by [17] also mentioned that peer social support has a significant influence on resilience. So it is important to research about peer social support with *self-regulated learning*.

Based on the above phenomenon, researchers are interested in conducting research with the title "The Relationship Between Peer Social Support and *Self Regulated Learning* at SMAN 1 Wonoayu Students".

2 Methods

This study uses correlational quantitative research methods, aiming to determine the relationship between variables and other variables. [18]. The population in this study was 1,060 students of SMAN 1 Wonoayu. The research sample amounted to 270 students and female students based on the *Isaac & Micchael* table with a significance level of 5%. The *sampling* technique used is *proportionate stratified random sampling* which is *sampling* when the population has members / elements that are not homogeneous and stratified proportionally [19]. [19].

Peer social support is the provision of support in the form of emotional attention, giving appreciation, providing instrumental assistance and providing information by friends who have approximately the same age or maturity level. Peer social support is measured by a social support scale adopted from a scale compiled by Rif'ati based on aspects, namely emotional support, appreciation support, instrumental support and information support. [13].

Self regulated learning is an individual's ability to regulate the learning process which includes planning, implementing, evaluating learning, both in cognitive (self-dissolving ability), affective (social-emotional) and psychomotor (behavior) aspects to achieve learning goals. *Self-regulated learning* is measured by a *self-regulated learning* scale adopted from a scale compiled by Sabiq based on aspects of metacognition, motivation, and behavior [20]. [20]

The data collection technique used is a psychological scale in the form of a *Likert* model scale for peer social support variables adopted from research [13] with a reliability of 0.923 and the variable of *self-regulated learning* adopted from research [20] with a reliability of 0.851. Data analysis used *Spearman's rho product moment* correlation technique with the help of *SPSS 26.0 for windows*.

Based on the results of the analysis after conducting the research, the reliability value of the peer social support variable is 0.903 with 19 valid items, which exceeds $r_{xy} = 0.25$ (r_{xy} between 0.262 - 0.584). In the *self regulated learning variable*, the reliability value is 0.924 with 52 valid items, which exceeds $r_{xy} = 0.25$ (r_{xy} between 0.283 - 0.546).

3 Results and Discussion

3.1 Research results

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		DSTS	SLR
	N	270	270
Normal Parameters ^{a,b}	Mean	85.5444	209.9481
	Std. Deviation	8.66840	18.34422
Most Extreme Differences	Absolute	.100	.098
	Positive	.100	.098
	Negative	-.055	-.046
	Test Statistic	.100	.098
	Asymp. Sig. (2-tailed)	.000 ^c	.000 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above, it can be seen that the normality test results of peer social support and *self-regulated learning* variables. The significance value of peer social support from the *Kolmogorov-Smirnov* test results shown in the table above is 0.000, which means less than 0.05, so it can be concluded that the distribution is not normal. The significance value of the *self regulated learning* variable is 0.000 which means less than 0.05, meaning that the distribution is not normal.

Table 2

ANOVA Table							
			Sum of		Mean		
			Squares	df	Square	F	Sig.
SLR *	Between	(Combined)	39188.305	36	1088.564	4.941	.000
DSTS	n	Linearity	25256.904	1	25256.904	114.64	.000
	Groups					1	
		Deviation	13931.401	35	398.040	1.807	.006
		from					
		Linearity					
	Within	Groups	51332.969	233	220.313		
	Total		90521.274	269			

The linearity test as shown in the table above shows the results with an F *Linearity* value of 111.641 with a significance of 0.000. This means that the significance value is less than 0.05. So it can be concluded that the correlation is linear.

Table 3. Hypothesis Test

Correlations				
Spearman's rho	DSTS	Correlation Coefficient	DSTS	SLR
		Sig. (2-tailed)	1.000	.488**
		N	.	.000
	SLR	Correlation Coefficient	270	270
		Sig. (2-tailed)	.488**	1.000
		N	.000	.
		270	270	

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the analysis based on the table above show that the correlation coefficient $r_{xy} = 0.488$ with a significance value of 0.000. So it can be interpreted that there is a positive relationship between peer social support and *self-regulated learning*. So the higher someone provides peer social support, the higher the *self-regulated learning* owned by students and vice versa the lower the peer social support, the lower the *self-regulated learning* owned by students.

Table 4. Effective Contribution

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 ^a	.279	.276	15.60525

a. Predictors: (Constant), DSTS

Based on the results of the table above, it is known that the *R Square* value is $0.279 \times 100\%$, the result is 27.9%. So it is known that the effect of peer social support on *self-regulated learning* is 27.9% while 72.1% is influenced by other variables.

Table 5. Subject Score Categories

Category	Subject Score			
	Peer Social Support		<i>Self Regulated Learning</i>	
	\sum Students	%	\sum Students	%
Very low	10	3,7%	13	4,8%
Low	98	36,3%	84	31,1%
Medium	100	37%	96	35,6%
High	48	17,8%	50	18,5%

Very high	14	5,2%	27	10%
Total	270	100 %	270	100 %

Based on the subject score categorization table above, it shows that peer social support and *self-regulated learning* are in the moderate category. Of the 270 research subjects, 10 students have peer social support in the very low category, 98 students have peer social support in the low category with a percentage of 3.7%, 100 students have peer social support in the medium category with a percentage of 36.3%, 48 students are in the high category with a percentage of 17.8% and 14 students who have a very high category with a percentage of 5.2% in having peer social support.

SMAN 1 Wonoayu students have 13 students who have *self-regulated learning* in the very low category with a percentage of 4.8%, 84 students in the low category with a percentage of 31.1%, 96 students in the medium category with a percentage of 35.6%, 50 students in the high category with a percentage of 18.5% and 27 students who have a very high category with a percentage of 10%.

4 Discussion

Based on the results of the correlation test that has been carried out, it can be seen that peer social support has a positive relationship with *self-regulated learning* in students at SMAN 1 Wonoayu. With the hypothesis test results shown, the correlation coefficient = 0.488 (positive) with a significance of $0.000 < 0.05$. So these results mean that there is a positive relationship between Peer Social Support and *Self Regulated Learning*. Thus, the hypothesis proposed in this study is accepted. the higher the peer support, the higher the *self-regulated learning*. The lower the peer social support, the lower the *self-regulated learning*. These results support research that has been conducted by several previous researchers.

Results shown in research [21] has a significance of 0.000 because the p value < 0.05 , the regression model can be said that the peer social support variable affects self-regulation in learning for boarding high school students. It can be interpreted that students who feel high peer social support, they get appreciation, care, feelings of acceptance and appreciation by their peers during the process of learning activities. Students feel comfortable because there are peers who help them overcome the learning problems they experience. Not only that, students' confidence in their abilities increases and they are more motivated to try to achieve their learning goals. With the social support from his peers, he is able to organize his learning activity strategy well.

Similar research results were also obtained from research [7] There is a significant positive relationship between social support and *self-regulated learning* in high school students of Yayasan Perguruan Bandung with a correlation coefficient $r_{xy} = 0.758$; $p = 0.000$ means $p < 0.010$ which means that the higher the social support, the higher the students' *self-regulated learning*, which is indicated by the characteristics of students feeling valued and cared for, increasing their self-confidence, and having a strong drive in learning. Conversely, the lower the social support, the lower the student's self-regulated learning.

Peer social support in the form of informative support is needed by students in order to develop knowledge that they do not know so that they can develop a good learning strategy. [22]. In addition, friendship support is needed because every individual needs help from others and cannot stand alone. Emotional and instrumental support received by individuals greatly

affects feelings so that individuals feel cared for by others [23]. [23]. Instrumental support in the form of assistance provided from friends in the form of services or lending items needed for the learning process greatly affects self-regulation in learning. So that peer social support has an important role in achieving optimal results in student learning. [24]. Individuals who get peer social support will have a good learning strategy and they can monitor their learning outcomes with the help of friends.

The effect of peer social support with *self-regulated learning* is obtained from R Square 27.9%. So it means that peer social support affects *self-regulated learning* by 27.9%. Social support from peers obtained by students will increase *self-regulated learning* indicated by feelings of comfort, appreciation and confidence. Research conducted by Sabiq [20] also explained that peer support has an involvement in students' school activities. As much as 72.1% of *self-regulated learning* is influenced by other variables, namely learning motivation variables which provide an effective contribution of 22%, *self-efficacy* of 27.4%, and family social support of 11.2%. [25]. Another variable that also makes an effective contribution to *self-regulated learning* is the emotional intelligence variable of 22.37%. [26].

SMAN 1 Wonoayu students have peer social support at the moderate level of the category tends to be low, namely as many as 100 students out of 270 students with a percentage of 37%, and also as many as 96 students with a percentage of 35.6% students have *self-regulated learning* in the moderate category tends to be low.

5 Conclusion

Based on the results of the research that has been carried out, it can be concluded that there is a positive relationship between Peer Social Support and *Self Regulated Learning* in students at SMAN 1 Wonoayu seen from the results of the correlation coefficient of 0.488 with a significance of $P < 0.05$. This shows that the research hypothesis is accepted, which means that the higher the peer social support, the higher the *self-regulated learning* that students have. Conversely, the lower the peer social support, the lower the students' *self-regulated learning*. The relationship between peer social support and *self-regulated learning* has an effect size of 27.9% while 72.1% is caused by other variables. The existing categorization in SMAN 1 Wonoayu students can be concluded that the social support of peers owned by students is in the moderate category tends to be low (37%) and *self-regulated learning* owned by students is in the moderate category tends to be low. (35,6%)

Suggestions for future researchers who are interested in the same topic related to peer social support with *self-regulated learning* are recommended to expand the scope of further research so that the quality of research can be improved. For example, by expanding the population or adding variables that are not included in this study such as achievement motivation, family social support and *school well-being*.

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