

Research Article

Study of Academic Self Efficacy, Social Support and Learning Self-Regulatory of Student Guidance And Counseling

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Abstract: This study is correlation research, which aims to determine the relationship between self-efficacy of academic, social support and self-regulation in the learning. Self efficacy of academic and social support, self-regulation to support in student learning. Conversely, if low efficacy of academic and social support, the lower the self-regulation of learning in students. The samples in this study using techniques such as Proportional Probability Sampling Random Sampling, which is taking a population the sample members conducted randomly by taking into account the proportion/ number of samples in each group. Participant study were all students of Counseling on file at administrator of UM Metro. Measuring instrument used is the scale of academic self-efficacy, social support scale and the scale of self-regulation. Data analysis methods using product moment. the results of research: 1) an overview of self-efficacy of students' academic Guidance Counseling Department UM Metro in middle category, social support parents of students Guidance Counseling Department UM Metro is at the low category, and regulation of student learning Guidance Counseling Department UM Metro in middle category, 2) there is a relationship which significant between academic self-efficacy with the regulation of learning, there is a relationship between social support parents with the regulation of learning and there is a mutual relationship between academic self-efficacy and parental support student learning with regulatory Guidance Counseling Department UM Metro.

Keywords: academic self-efficacy; social support; self regulation academic

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INTRODUCTION

Muhammadiyah Metro University has a vision of integrating Islamic values into the

excellence of individual and institutional competencies as well as the top ten best Muhammadiyah offices. The University of Muhammadiyah Metro as a university that

aims to organize professional academic education programs in a number of disciplines of science, technology and form students who are Islamic and intellectual intelligent and have social awareness. Students are an important part of a campus in creating competent human resources. Every individual who enters college to become a learner or a student is required to have a different way of learning within High School (SMA). Students are required to learn more independently and not just depending on the material from the lecture. In addition, students also have to do lecture tasks that require time management to be completed properly.

Based on the observations made by researchers at the campus Guidance Counseling Department, it appears that some students come to college and enter the lecture hall but at the time the lecture begins students do not pay attention to the lecturer when explaining the course materials. There are students who just spoke with his friend, busy playing the phone, read a book that is not related to the course material, even sleeping in the lecture hall. Many students have difficulties in fulfilling the learning patterns in college. For example, as a student has not been able to do self-regulation and time in fulfilling lecture duties. This resulted in an instant way of learning so that in the long term the learning process becomes less meaningful. The above conditions are caused by students lacking the skills of how to learn that includes an understanding of the ability to think, thinking process and motivation to achieve learning objectives. These capabilities in cognitive psychology called self-regulated learning or self-regulation in learning.

Self-regulated learning or study based on self-regulation can be interpreted as "organize or direct self-learning" or "learning by direct or organize themselves" (Alsa, 2005). Self-regulation in learning is not a mental ability or an academic performance skill, but a self-directed process for transforming mental ability into academic skills. Self-regulation refers to the management of the mind, emotions, and behavior to achieve the goal (Zimmermann, 2004). So that can be interpreted that self-regulation in learning process talks about the ability of the child in arranging its own behavior without any warning and supervision from parent and teacher.

The development of self-regulation is affected by many factors, including the modeling and self-efficacy. Skills that model can model are time and effective planning, attention, and concentration, organizing and storing information strategically, helping the learning environment and using social resources. For example, students observe how a lecturer performs an effective time management strategy and explains the right principles. So that students will be motivated to do the same with the model and able to do it. This will lead to self-academic self-efficacy.

Self-efficacy can influence students in choosing their tasks, efforts, persistence, and achievement compared to students who doubt their learning ability. When a lecturer encourages his students to become students who are willing to organize themselves then at that time also the lecturer has said that a student must be able to take responsibility for his own actions, become more educated, and can contribute to society. Another message of the self-regulation process is that learning is a personal experience that requires the active participation and diligence of a learner.

Sungur and Gungoren (2009) found that the school environment that encourages students to self-regulate positive to affect academic achievement. According to Zimmerman, in educational settings (school/college) students or student interaction with teachers (teachers, professors) was the most important experience influential in regulating self-learning (Handoz, 2008). The interaction can be social support because the student is also a social being who certainly needs help or help from others in everything.

Social support here in the form of social support from the people closest like lecturers, parents, and friends. From these sources, students are able to get the information, advice or advice needed to meet the needs and overcome the problems faced by students such as students who self-regulation in learning is low. Besides individuals who receive social relations also felt relief when needed or danger (Sarafino, 2006)

The opinion in accordance with the opinion of Alwisol, external factors can affect self-regulation (self-regulation) is an environmental factor that is through parents and teachers/lecturers, children can learn the

good and bad, that behavior is desirable and undesirable, through experience interact with the wider environment of a child later developing a standard that can be used to assess the performance of the self (Alwisol, 2008). Many studies discuss the variables of learning regulation but in this study, the scope is more focused on self-efficacy studies, social support in the context of students. Students are adult individuals who ideally have an independent and good way of learning and learning strategies compared to students who are at the stage of adolescent development.

The problem in this research is formulated as follows: "is there a correlation between self-efficacy academic, social support with self-regulation learn Student Guidance and Counseling University Muhammadiyah Metro? ". The purpose of this study is to determine the relationship of self-efficacy academic and social support to the regulation of student learning Department of Guidance Counseling University Muhammadiyah Metro.

METHOD

This research uses ex-post facto research with the correlational approach. Ex post facto research is research in which the independent variables have occurred when researchers began with the observation of the variables bound in a study. According to Gay in Sukardi (2008) states that; correlation study is one part of the ex-post facto study because researchers usually do not manipulate the existing variables and immediately find the whereabouts of the relationship and the level of the variable relationship which is reflected in the correlation coefficient. The variables used are one dependent variable and two independent variables. Independent variables are self-efficacy academic, social support and the dependent variable is regulation in learning.

Location of research at the University of Muhammadiyah Metro guidance and counseling, Ki Hajar Dewantara street no 116 Iringmulyo Metro City. The subject of the research is the students of Guidance Counseling Department of Muhammadiyah Metro University. The population of this study is all students of guidance and counseling study program recorded in the Administrative and

Academic Bureau (BAAK) of UM Metro amounting to 281. Instruments used are self-efficacy academic scale, social support and student learning regulation to be developed by the researcher. Test the validity of the test will use the construct (construct validity) and content (content validity) and reliability tests with test halved. The result of content validity test yield validity and reliability of instrument as following research instrument as follows:

Table 1. Validity and reliability of instrument

Instruments	Validity	Reliability
Social Support Scale Parents	0,779	0,716
Academic Self-Efficacy Scale	0,758	0,700
Regulatory Scale Learning	0,875	0,892

Data analysis product moment correlation technique to look at the relationship between variables that are an interval. Analysis of two predictors is used to test the hypothesis of self-efficacy academic relationship, social support with learning regulation. All calculations are done with the help of SPSS program.

RESULT AND DISCUSSION

Description of Academic Efficacy

To obtain the self-efficacy of student academic effectiveness, the data were collected using self-efficacy scale on 155 samples. After the next analysis is categorized as follows:

Table 2. Categorical Academic Self-efficacy

Criteria	Score	Frequency	%
High	≥ 166	23	14,84%
Medium	131-165	108	69,68%
Low	≤ 130	24	15,48%

Table 2 illustrates that 69.68% (108) of BK UM Metro students have self-efficacy in the medium category, 15.48% (24) are in a low category, and 14,84% (23) are in a high category. Based on the data it is concluded that in general BK UM Metro students have self-efficacy academic in the medium category.

Description of Parents' Social Support

Data of parent social support to students is obtained from the sample of 155 students of BK UM Metro. The results of data collection were analyzed and categorized. The following description of the social support of BK UM Metro student parents:

Table 3. Category of Social Support Parents

Criteria	Score	Frequency	%
High	≥ 170	33	21,30%
Medium	147-169	47	30,32%
Low	≤ 146	75	48,38%

Based on the Table 3, it is illustrated that 48.38% (75) students' social support is in a low category, 30.32% (47) are in the moderate category, and 21.30% (33) are in the high category. Referring to the description of the data, it is concluded that the social support of parents to students, in general, is in a low category.

Description of Learning Regulation

Data on student learning regulation was obtained from the spread of learning regulation scale to 155 students of BK UM Metro. The data were analyzed descriptively and analysis for further categorization. Here is the categorization of student learning regulation BK UM Metro:

Table 4. Category of Learning Regulation

Criteria	Score	Frequency	%
High	≥181	22	14,19%
Medium	150-180	101	65,16%
Low	≤ 149	32	20,65%

Based on the above diagram, it is illustrated that 14.19% (22) student learning regulation is in the high category, 60.16% (101) are in the medium category, and 20.65% (32) are in the high category. Referring to the description of the data, it is concluded that the student's learning regulation is generally in the medium category.

Hypothesis

The proposed research hypothesis is "there is a correlation between academic self-efficacy, social support and learning regulation of student guidance and counseling Muhammadiyah Metro University. Before testing the hypothesis, a correlation between X1 (self-efficacy academic) with self-regulation (Y), and X2 variable (parental social support) with learning regulation is done.

Based on the calculations, the value of r_{X1Y} of 0.700 with significance $0,000 \leq \alpha < 0,05$, thus concluded that there is a correlation between self-efficacy students' academic regulations BK UM Metro. The calculations, value of r_{X2Y} of 0.529 with 0.000 significance $\leq \alpha < 0,05$, thereby concluded that there was a correlation between social support Parental regulation BK UM student learning Metro.

Result of total calculations the value $F_{187,5} > 4,78$, it means that the hypothesis (H_0) which stated that there was no correlation between self-efficacy, social support of parents, with the regulations of student learning "rejected", and Hypothesis (H_a) which states there is a relationship between self-efficacy academic, parental social support, with student learning regulation "accepted".

CONCLUSION

The research conclusions are formulated as follows; Student self-efficacy BK UM Metro is in the category of moderate, social support of parents to students BK UM Metro is in a low category, and student learning regulation BK UM Metro is in the category of being. There is a significant relationship between self-efficacy academic and learning regulation. There is a relationship between parental social support and learning regulation. There is a mutual relationship between self-efficacy academic and parental support with student learning regulation BK UM Metro.

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