UNIVERSITAS
MERCU BUANA
YOGYAKARTA

INTERNATIONAL SEMINAR

"Society Empowerment Through Multidimensional Approach : An Integrated View to International Development"

PROCEEDING

Society Empowerment Through Psychology and Education Approach

Held by an affiliation of :

APTISI

LPU

AUSTRALIA INDONESIA
BUSINESS COUNCIL.

BUDAPESTI GAZDASÁGI FŐISKOLA
BGF
BUDAPEST BUSINESS SCHOOL

INTERNATIONAL SEMINAR 2015

Integrated View To International Development

Empowerment Through Psychology and Education Approach

PROCEEDING

HEAD

Dr. Ir. Bambang Nugroho, M.P.

EDITOR:

Awan Santosa, SE, M.Sc

Dr. Triana Noor Edwina DS, S.Psi, M.Si

Dr. Ir. Bambang Nugroho, M.P

Restu Arini, S.Pd., M.Pd

Kristina Andryani, S.Sos, M.I.Kom

Organized By:

Direcorate of Development and Cooperation

University of Mercu Buana Yogyakarta

i

Feb 2016

TABLE OF CONTENTS

THE CORRELATION BETWEEN PEER SOCIAL SUPPORT AND SELF-REGULATED LEARNING

Asina Christina Rosito

Psychology Department University of HKBP Nommensen

Abstract

The purpose of this study was to identify the correlation between the peer social support and self-regulated learning. In order to achieve this goal, 165 college students of University of HKBP Nommensen were tested. The instruments used are peer social support questionnaire and self-regulated learning questionnaire. The peer social support questionnaire consisted of five dimensions: emotional support, instrumental support, informational support, esteem support, and networking support. In other side, the self-regulated learning questionnaire included cognitive, motivational, and behavioral aspects. Before using these instruments for the study purpose, they were tried out in terms of their validity and reliability. Based on the reliability test and item analysis, it can conclude that the two instruments are reliable and valid. In order to test the hypothesis, data gathered was analyzed using Pearson Correlation Coefficients. Since this technique of data analysis requires fulfillment of normality and linearity assumptions, data gathered were tested using one sample Kolmogorov-Smirnov test and a compare-means (analysis of variance) test. The results indicated that the two assumptions were fulfilled. Then, the Pearson Correlation Coefficients test showed that there was a positive and significant correlation between peer social support and self-regulated learning ($r_{xy} = 0.209$; $\rho < 0.01$), meaning that higher peer social support would be followed by higher self-regulated learning. Further analysis showed that the highest correlation coefficient and most significant dimensions of peer social support was the informational support in terms of its correlation with self-regulated learning.

A. Introduction

Many previous research in self-regulated learning focused on how individual factors such as self-efficacy and intrinsic value (eg. Pintrich & De Groot, 1990), individual motivational orientations and beliefs (Ames & Archer, 1988; Nolen, 1988 in Pintrich & De Groot, 1990), are predicting learners' regulation competencies in learning. Besides, most studies in this domain investigated learning-related factors such as feedback (eg. Butler & Winne, 1995; Nicol &Macfarlane-dick, 2006), classroom situation and type of tasks (Corno & Rohrkem, 1985; Malone, 1981 in Pintrich & De Groot, 1990), and the recently study finding of personal learning environment and social media (Dabbagh & Kitsantas, 2011). It can be concluded, based on literature review on self-regulated learning, social factors were not explored as prospective predictors of learner's regulated behavior in learning. Self-regulated learning as a cognitive, motivational, and behavioral construct in learning, this can be understand. Nevertheless, as we know students, as adolescence, have a shift on their social interaction from depending on parents toward having peer as social orientation. In their daily social and learning activities, peer have an important function as social comparisons both in learning areas as well as in more personal concepts such as in forming body image, self-concept, self-confidence, etc. This current study was specifically investigated how peer social support related to self-regulated learning behavior.

1. Peer social support

Social support refers to interpersonal relationship between one to another that functions as a buffer for negative effects of stress by making one feels respected, loved, cared of, and helped (Cohen & Wills, 1985). Perceiving those feelings, one's will be more enthusiasm and being confidence in facing many obstacles. The source of social support are

varied: parents, peer, family, spouse, colleagues, etc. In this study, peer social support refers to quality of social support one's perceive from his/her peer. Social supports having some dimensions: instrumental support, emotional support, informational support, esteem support, and network support (Sarafino, 2011). Instrumental support refers to direct and tangible support such as giving food, money, clothes, facilities, books. Emotional support refers emotionally related support such as giving empathy, acknowledgment, showing that someone being loved, being accepted in good and bad. Informational support refers to giving advice, supportive feedback, ideas, insights in facing many obstacles. Esteem support means giving agreements and understanding to one's choices, encouraging one to keep moving forward to pursue his/her goals. Network support means one's perceiving of acceptance in his/her community such as in peer group, school extracurricular, etc. Peer social support was found as a predictor for minority college students' adjustment and academic achievement (Dennis, Phinney & Chuateco, 2005).

2. Self-regulated learning

Self-regulated learning concepts refers to the learners' capacity in managing and organizing his/her learning process, becoming a regulator of his/her own study in order to pursue learning goals (Zimmerman, 1989). Bandura (in Fasikha, 2013) added that self-regulated learners are regularly monitoring their learning steps in order to reach some targets of learning. Some indicators of self-regulated learners: having an autonomy in making planning of study in terms of study management, and in conducting those planned activities; having eager of learning in terms of motivated by need for challenge; able to identifying various study resources which can be used to improving their learning process; having persistence and adversity in facing study problems and having effective strategies in solving them; understanding that cognitive ability is not the only factor in predicting academic achievements, but also effective

learning strategies and persistent efforts in studying: having tendency to perceive and assume some basic understanding while reading, listening, writing, and discussing with others; seeking out information proactively when needed and taking significance steps to master it (Zimmerman, 1990). As summary, self-regulated learners are those who are metacognitively, motivationally, and behaviorally active in their own learning process (Zimmerman & Labuhn, 2012).

3. **Purpose and objective**

The purpose of this study was to describe the peer social support and self-regulated learning of students enrolled in University of HKBP Nommensen. Furthermore, this study investigated the relationship between peer social support and self-regulated learning. Then, the specific objectives of this study were:

- Describe the peer social support.
- Describe the self-regulated learning.
- Describe the relationship between peer social support and self-regulated learning.

B. **Method**

1. **Participants**

Participants in this study were 165 college students at University of HKBP Nommensen (85 female and 80 male) who are attending different majors.

2. **Procedure**

In the beginning, the participants were asked if they want to involve in this study. If they agree, then a questionnaire was given to them which was consisted of some demographic questions and two scales of measurements. They were asked to fill in the questionnaire based on their own perceptions.

3. Measurements

a. *Peer social support*

In order to assess peer social support, a peer social support scale was arranged in terms of dimensions: instrumental support, emotional support, informational support, esteem support, and network support (Sarafino, 2011)

b. *Self regulated learning*

Self-regulated learning refers to one's capacity in regulating his/her cognitive capacity, motivation and behavior in pursuing learning goals (Zimmerman, 1998). It is measured by using self-report scale.

4. Statistical Procedure

There are some steps in statistical procedure. First of all is testing the instruments' validity and reliability. Second, testing the assumptions of normality and linearity as requirements of Pearson Correlation Coefficients. Third, testing the main hypothesis by using SPSS/PC and calculating the Pearson Correlation Coefficients between peer social support and self-regulated learning.

C. Results

1. *Peer social support*

Based on ratio of empirical mean and hypothetical mean of peer social support scores, it can be concluded that the perception of peer social support was categorized in high level. It means that participant research perceived that their peer supported them in various situations and kind of support.

2. *Self-regulated learning*

Based on ratio of empirical and hypothetical mean of self-regulated scores it can be concluded participants' self-regulated learning was categorized in high level. It means that participant research perceived that they were able in regulating their learning well.

3. *Relationship between peer social support and self-regulated learning*

The results showed that there is a positive correlation between peer social support and self regulated learning ($r = 0.209$, $p<0.01$). Although the coefficient showed a relative small relationship, the significance of this correlation revealed that this association has a positive linearity, which means that higher peer social support will be followed by higher self-regulated learning. Based on this correlation, it can be concluded that 4.4 % variation in self-regulated learning can be explained in terms of variation in peer social support.

D. Discussion& Conclusion

The results of this study contributes to understand how social dimension in learner's daily activities having significance relationship in how they control and manage their learning process. The present and contribution of others, in this study refers to peers, in significant way stimulate, encourage, and improve one's capacity in making goals an plans of study, in executing those plans, in monitoring own learning process, and in solving study problems. This finding supported study results was conducted by Dennis, Phinney & Chuateco, (2005). Furthermore, this study raises some issues for future research. First, it suggests others factors that might give higher contributions to how learners becoming self-regulated learners. Studying-related factors can be assumed such as the learning curricula, teacher characteristics, etc. Second, it is possible that the domain of study related to one's regulated learning.

E. Bibliography

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthes. Review of Educational Research, 65, 245-281

Cohen, S. & Wills, T. A. (1985). Stress, social support, and buffering hypothesis. Psychological Bulletin, 98 (2), 310-357

Cutrona, C. E., Cole, V., Colangelo, N., Assouline, S. G., & Russell, D. W. (1994). Perceived parental social support and academic achievement : an attachment theory perspective. Journal of Personality and Social Psychology, 66, 369-378.

Dabbagh N. , Kitsantas, A. (2011). Personal Learning Environments. social media, and self-regulated learning: A natural formula for connecting formal and informal learning. Internet and higher education. Internet and higher educations.

doi: 10.1016/j.iheduc.2011.06.002

Demaray, M. K, Christine, K. M. (2005) . The relationship between social support and student adjustment: a longitudinal analysis. Psychology in the Schools, 42

Dennis, J. M., Phinney, J. S., Chuateco, L. I. (2005). The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students. Journal of College Student Development, 46, 3, 223-236. Doi: 10.1353/csd.2005.0023

Nicol, D. J., & Macfarlane-dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.

Studies in Higher Education 31(2), 199-218

Fasikhah, S. S. & Siti Fatimah. (2013) . Self-regulated learning dalam meningkatkan prestasi akademik pada mahasiswa. Jurnal Ilmiah Psikologi Terapan. Fakultas Psikologi Universitas Muhammadiyah Malang.

Haryu. (2004). Hubungan antara pengasuhan islami dengan self-regulated learning. motivasi berprestasi, dan prestasi belajar. Thesis. Yogyakarta: UGM

Kumalasari. (2012). Hubungan Antara Dukungan Sosial Dengan Penyesuaian Diri Remaja Di Panti Asuhan. Jurnal Psikologi Pitutur. Fakultas Psikologi Universitas Muria Kudus.

Patrick, H. (1997). Social self-regulation: exploring the relations between children's social relationships, academic self-regulation, and school performance. Educational Psychologist. 32, 209-220.

Pintrich, P. R. & De Groot, E.V.(1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology. Michigan : School of Education University of Michigan.

Pintrich, P. R.& Zeidner, M. (Eds). (2000). Handbook of self-regulation. San Diego, CA: Elsavier Academic Press.

Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. Educational Psychology Review, 16 (4), 385-407

Santrock, J .W . (2002). Life span development. Eight edition. New York :McGraw-Hill Companies.

Santrock, J. W. (2003) .Adolesence : perkembangan remaja. Edisi Keenam. Jakarta: Erlangga.

Sarafino, E. P. (1998). Health psychology. New York : John Wiley & Sons, Inc.

Sarafino, E. P. (2011). Health psychology : biopsychological interactions (4rd ed). New York: John Wiley & Sons, Inc.

Smet, B. (1994). Psikologi kesehatan. Jakarta : PT Grasindo.

Taylor, S. E. (1999) . Health psychology (4th ed). Boston : McGraw Hill.

Zimmerman, B.J. (1989) .A social cognitive view of self-regulated academic learning. Journal of Education Psychology, 81, 329-339.

Zimmerman, B. J. (1990). Self-regulated Learning and academic achievement: An overview. Educational Psychology, 25 (1), 3-17

Zimmerman, B. J . & Schunk, D. H. (1998). Self-regulated learning from teaching to self-reflective practice. New York : The Guilford Press.

Zimmerman, B. J. (2002) . Theory into practice. The Ohio State University. College of Education. Volume 41, Number 2.

Zimmerman, B.J. & Labuhn, A.S. (2012). Social cognitive theory, APA Educational Handbook, 1, 399-425.