# The relationship among self-efficacy, teacher social support, and self-regulated learning of elementary school students

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***Abstract:*** *The goal of this study is to examine how self-efficacy and teacher social support relate to self-regulated learning in 4th and 5th-grade elementary school students. A quantitative correlation research method was employed, utilizing questionnaires to assess self-efficacy, teacher social support, and self-regulated learning. The research participants were 4th and 5th grade students in two elementary schools in Surabaya with a research sample of 156 people aged 9-12 years, comprising 91 girls and 65 boys. Data analysis was conducted using a multiple linear regression test utilizing IBM SPSS version 26. The result of this study showed that there is a relationship between self-efficacy and teacher's social support for self-regulated learning of elementary school students with a significant value (p=0.021). However, when analyzed individually, the self-efficacy variable did not significantly affect self-regulated learning (p = 0.596), whereas teacher social support did have a significant impact (p = 0.006). The coefficient of determination (R²) obtained was 0.079, indicating that self-efficacy and teacher social support together explain only 7.9% of the variance in self-regulated learning. This suggests that a substantial proportion of self-regulated learning in elementary school students is influenced by other factors.*

***Keywords****: self-efficacy; teacher social support; self-regulated learning; elementary school students.*

**Abstrak:** Penelitian ini bertujuan untuk mengidentifikasi hubungan antara *self efficacy* dan dukungan sosial guru dengan *self regulated learning* peserta didik kelas 4 dan 5 sekolah dasar. Metode penelitian yang digunakan adalah kuantitatif korelasional. Pengumpulan data menggunakan kuesioner *self efficacy*, kuesioner dukungan sosial guru dan kuesioner *self regulated learning*. Karakteristik partisipan dalam penelitian ini adalah peserta didik kelas 4 dan 5 pada dua sekolah dasar yang ada di Surabaya dengan sampel penelitian berjumlah 156 orang yang berusia 9-12 tahun masing masing jumlah jenis kelamin perempuan 91 orang dan laki-laki 65 orang. Teknik analisis data yang digunakan adalah uji regresi linear ganda dengan menggunakan aplikasi IBM SPSS Versi 26. Berdasarkan hasil penelitian ini didapatkan bahwa terdapat hubungan antara *self efficacy* dan dukungan sosial guru dengan *self regulated learning* siswa sekolah dasar dengan nilai signifikan sebesar (p=0,021). Namun pada variabel *self efficacy* secara parsial tidak berpengaruh terhadap *self regulated learning* siswa nilai signifikan (p=0,596), sedangkan pada variabel dukungan sosial guru secara parsial berpengaruh terhadap *self regulated learning* siswa dengan nilai signifikan (p=0,006). *R Square*, yaitu koefisien determinasi yang didapat ialah 0,079 maka sumbangan pengaruh *self efficacy* dan dukungan sosial guru terhadap *self regulated learning* hanya sebesar 7,9%, yang berarti masih banyak pengaruh faktor-faktor lain terhadap *Self regulated learning* pada siswa Sekolah Dasar.

**Kata kunci**: efikasi diri; dukungan sosial guru; pembelajaran yang diatur sendiri; siswa sekolah dasar.

## INTRODUCTION

Amidst the advancements in technological development, particularly in the field of science, and the preparation of high-quality human resources, the government is seeking ways to enhance education and improve the lives of the Indonesian people. In the education sector, this effort is intrinsically linked to learning. Witherington asserted that learning is not merely the acquisition of skills, attitudes, habits, intelligence, orunderstanding; rather, it represents a transformation of personality, expressed as a new pattern of behavior (Purwanto, 2007; Sarafino & Smith, 2014).

Learning objectives are the expected results of students' learning efforts that show their achievements in the task of acquiring knowledge, including the additional insights, attitudes, and abilities that students are expected to acquire during the learning process. To achieve the desired results of learning efforts or optimal learning efforts, students must have the ability to self-regulate in the learning process. Student self-regulation in this case is a condition when students have the ability to self-regulate. In the learning process, whether as a beginner or advanced level, self-regulation plays a very central role in the approach. Self-regulation can make it easier for students to achieve their expected achievements.

Individuals with strong self-regulation are capable and motivated to learn independently, setting their own learning goals, choosing effective methods, and evaluating their outcomes without relying on external assistance. (Mulyana et al., 2015). Zimmerman & Martinez Pons explain that self-regulation in learning is a person's self-concept in managing their own learning. The concept of self-regulated learning is not merely a component of academic intelligence; rather, it involves guiding oneself to transform mental capabilities into academic achievements (Mulyana et al., 2015).

Zimmerman and Martinez-Pons explain that students achieve excellent learning outcomes when they recognize their learning needs, take responsibility for their learning, and understand how to learn efficiently (Roebers, Schmid, & Roderer, 2009). Zimmerman refers to learners who meet those criteria as self-regulatory learners. Because academic achievement is something that students really want to achieve, then when individuals can achieve good achievement, there will be a sense of satisfaction where the need for self-reward is fulfilled. However, to be able to meet this need, some efforts need to be performed, namely a good learning strategy and self-regulation.

The significance of developing self-regulated learning in students comes from the fact that self-regulation is an important part of students' school readiness. This view takes into account the emotional and cognitive aspects of self-regulation as they collectively promote positive learning experiences in the school environment. Forms of self-regulation include listening to the teacher, paying attention to instructions given, and controlling behavior when studying. Therefore, it can be claimed that self-regulation affects the learning activity of early-age students (Saida, 2018).

A factor that affects self-regulated learning is self-efficacy. Bandura (Mulyana et al., 2015) described self-efficacy as an expectation or belief that an individual holds regarding their capability to perform well in a specific situation. An individual's confidence when taking a desired action is positive self-efficacy. With the absence of self-efficacy (highly contextualized beliefs), one may refuse to take any action (Rustam & Wahyuni, 2020). The result of the previous study mentioned by Kusumawati & Cahyani (2013) stated that self-efficacy has a positive relationship with the students' self-regulated learning, which is said the higher the students' self-efficacy, the higher the students' self-regulation (Udayana, 2016).

Another factor influencing self-regulated learning is social support. Social support includes providing assistance, expressing care, and concern, and celebrating the achievements of others. According to Ritter, social support consists of emotional, instrumental, and financial assistance from one's social network. It involves the provision of psychological and emotional comfort by others to a particular individual (Mulyana et al., 2015). The findings of (Martinot et al., 2022) demonstrate that teachers serve as a critical source of social support necessary for enhancing student engagement in school, particularly among students from less supportive backgrounds. Furthermore, Yanti, Keraf, & Aipipidely (2020) asserted that teacher social support exhibits a positive and robust correlation with student self-regulation, and further explained that students display increased learning activity when provided with acknowledgment and support from their teachers.

## METHOD

The present study employed a quantitative correlational method. Quantitative research methodology involves data collection in numerical form, which is subsequently analyzed

using statistical techniques (Sugiyono, 2010). The research sample was collected through census or total sampling, a method that encompasses the entire population as participants (Sugiyono, 2010). Census sampling is utilized when every member of the population is included in the research sample, typically applied in cases where the population size is relatively small.

The study included all grade 4 and 5 students enrolled in an Islamic primary school and a public elementary school. The population in this study comprised all Grade 4 and 5 students in both schools, with a sample size of 156 people aged 9-12 years, of which 91 were girls and 65 were boys. Data analysis was conducted using a double linear regression test through IBM SPSS version 26 (Priyatno, 2018; Priyatno, 2012).

## RESULTS AND DISCUSSION

The content validity and reliability tests indicated that the self-efficacy measurement instrument exhibited a Corrected Item-Total Correlation (CITC) range of 0.301 to 0.629 and a Cronbach's alpha of 0.903. From the result of the reliability test, 20 of 40 items were dropped because they have a value of CITC<0.3. The social support measurement instrument demonstrated a CITC range of 0.365 to 0.537 and a Cronbach's alpha of 0.771. Out of the 12 items, 11 were deemed valid after one item was removed following the reliability test.

The self-regulated learning measurement instrument exhibited a CITC range of 0.373 to 0.734 and a Cronbach's alpha of 0.925. Out of the 54 items, 23 were found to be valid, with 31 items being excluded after the reliability test. The results indicated that the three measurement instruments—self-efficacy, teacher social support, and self-regulated learning—employed in this study were reliable, as each met the required Cronbach's alpha value of >0.6.

The results of the normality test using the Kolmogorov-Smirnov test are as follows: self-efficacy demonstrated a significant value of $p = 0.200$ ($p > 0.05$), teacher social support showed a significant value of $p = 0.070$ ($p > 0.05$), and self-regulated learning exhibited a significant value of $p = 0.200$ ($p > 0.05$). The results indicated that the data distribution was a normal distribution

Table 1. Frequent Distribution of Self-Regulated Learning Variable

| Statements | Interval | Response Frequency | Percentage (%) |
|---|---|---|---|
| Very Low | $x \leq 128.5$ | 11 | 7.1 |
| Low | $129.5 < x \leq 145.5$ | 27 | 17.3 |
| Medium | $145.5 < x \leq 162.5$ | 71 | 45.5 |
| High | $162.5 < x \leq 179.5$ | 39 | 25.0 |
| Very High | $x > 179.5$ | 8 | 5.1 |
| Total | | 156 | 100 |

The results showed that the frequency distribution of self-regulated learning with the highest number was in the medium category (45.5%) and the second highest was in the high category (25%). It can be concluded that the ability related to self-regulation learning of the students refers to "medium" to "high"

Table 2. Frequent Distribution of Self-Efficacy Variable

| Statements | Interval | Response Frequency | Percentage (%) |
|---|---|---|---|
| Very Low | $x \leq 97$ | 5 | 3.2 |
| Low | $98 < x \leq 111$ | 43 | 27.6 |
| Medium | $111 < x \leq 125$ | 58 | 37.2 |
| High | $125 < x \leq 139$ | 36 | 23.0 |
| Very High | $x > 139$ | 14 | 9.0 |
| Total | | 156 | 100 |

The highest frequent distribution of self-efficacy is in the medium category of (37.2%) and the second highest is in the low category of (27.6%). The ability related to self-efficacy of the students refers to medium to low.

Table 3. Frequent Distribution of Teacher Social Support Variable

| Statements | Interval | Response Frequency | Percentage (%) |
|---|---|---|---|
| Very Low | $x \leq 30.5$ | 5 | 3.2 |
| Low | $31.5 < x \leq 35.5$ | 39 | 25.0 |
| Medium | $35.5 < x \leq 40.5$ | 74 | 47.4 |
| High | $40.5 < x \leq 45.5$ | 33 | 21.2 |
| Very High | $x > 45.5$ | 5 | 3.2 |
| **Total** | | **156** | **100** |

The highest frequent distribution of teacher social support is in the medium category with a percentage of 47.4%. The teacher social support the students obtain is considered medium.

Table 4. Results of F Value

| Variable | F Count | F Table | Sig. | Conclusion |
|---|---|---|---|---|
| Self-Efficacy and Teacher Social Support - Self-Regulated Learning | 3.945 | 3.055 | 0.021 | Valid |

Based on the results presented in the table above, the F-count exceeds the F-table value (3.945 > 3.055), indicating statistically significant results (p = 0.021). Consequently, the null hypothesis ($H_0$) is rejected. It can be concluded that self-efficacy and teacher social support jointly influence self-regulated learning.

Table 5. Results of T Value

| Variable | T Count | T Table | Sig. | Conclusion |
|---|---|---|---|---|
| *Self-efficacy - Self-regulated Learning* | -0.531 | 1.654 | 0.596 | Not valid |
| Teacher Social Support - Self-Regulated Learning | 2.787 | 1.654 | 0.006 | Valid |

The table shows that the T value between self-efficacy and self-regulated learning has T Count < T table (-0.531<1.654) with significant value (p=0.596), while between teacher social support variable and self-regulated learning has T Count > T Table (2.787>1.654) with significant value (p=0.006). Based on significant value, it can be concluded that the self-efficacy variable partially has no influence on self-regulated learning, while the teacher social support variable partially has influence on self-regulated learning.

Table 6. R Square value

| Variable | R | R Square | Adjusted R Square |
|---|---|---|---|
| Self-Efficacy and Teacher Social Support - Self-Regulated Learning | 0.281 | 0.079 | 0.067 |

Table 6 shows that the R Square value (the coefficient of determination) of 0.079, meaning that the contribution of the influence of self-efficacy and teacher social support on self-regulated learning is only 7.9%.

Table 7. Cross tab and the Result of the Chi-Square Test

| Variable | Chi-Square (Sig.) | Conclusion |
|---|---|---|
| Self-regulated Learning and Gender | 0.000 | Associated |
| Self-regulated Learning and Father's Occupation | 0.000 | Associated |
| Self-regulated Learning and Mother's Occupation | 0.000 | Associated |
| Self-regulated Learning and Father's Education Level | 0.000 | Associated |
| Self-regulated Learning and Mother's Education Level | 0.000 | Associated |
| Self-regulated Learning and Subject of Interest | 0.000 | Associated |

Table 7 presents the results of the Cross tabulation and Chi-Square tests examining the relationships between self-regulated learning and various factors, including student gender, father's occupation, mother's occupation, father's education level, mother's education level, and subjects of interest. The analysis reveals that all factors exhibit a Chi-Square (Sig.) value of p = 0.000, indicating significant relationships with self-regulated learning.

Additionally, the findings demonstrate that self-efficacy and teacher social support collectively influence self-regulated learning, as evidenced by a significance value of p = 0.021, which is below the 0.05 threshold. Consequently, the null hypothesis (H₀) is rejected. Self-efficacy and teacher social support have a joint influence on self-regulated learning. This is also supported by (Yanti et al., 2020) who suggested that teacher social support has a positive and strong relationship with student self-regulation (Mukhid, 2009).

In this study, it was found that self-efficacy has no influence on the student's self-regulation since it has a significant value of p=0.596. This result is in contrast to previous research by Kusumawati & Cahyani (2013) whose research results reveal that self-efficacy has a positive relationship to student self-regulation, which states that the higher the self-efficacy of students, the higher the self-regulation of students with a correlation coefficient value of (r)=0.802 with a significant value (p)=0.000.

Students who have low self-efficacy tend to be one of the causes of the absence of influence on students' self-regulated learning ability. The lower the students' self-efficacy, the lower the students' self-regulated ability. Bandura, in (Fitriana, Ihsan, & Annas, 2015) explained that individuals with low self-efficacy consider themselves unable to complete the task, they cannot handle it so they prefer to stop working on it (Mukhid, 2008).

In contrast to self-efficacy, the teacher's social support has partial influence in which the support provided by the teacher may improve students' learning motivation so it boosts the students' self-regulated ability. It is in line with the results from (Sofiani, 2016) research stated that the teacher's social support provided to the students can enhance the students' self-regulated ability since it improves the students' learning interest and motivation by giving the emotional, instrumental, rewards and informational supports.

There are other factors related to the self-regulated learning of the students. Table 7 shows that gender is related to self-regulated learning. (Zimmerman, 2002) claimed that there was a significant difference based on gender in the students' self-regulated learning. (Kusumawati & Cahyani, 2013) conveyed that female students have more mature learning planning goals and diligently record the material taught compared to men. This is because girls have better fine motor skills, such as writing numbers and letters, and girls are more academically motivated than boys.

The results of Table 7 show that the parents' occupations are associated with the students' self-regulated learning. The mother's occupation as a housewife is considered as the supporting role to accompany the children's learning activity. In this study, self-employed fathers dominated children's self-regulation abilities in the high category. In line with the research of Bahar (Anwar, 2016), he claimed that the parents' occupation has a financial influence on children and supports children's education to a higher level. It argues that children's learning achievement is influenced by economic factors, in the way that parents can provide adequate learning facilities for children (Anwar, 2016; Schunk & Zimmerman, 2012).

The results of Table 7 show that the parents' occupations are associated with the students' self-regulated learning. The research of (Situmorang & Latifah, 2014) showed that the education level of parents significantly has a positive influence on the strategy of self-regulated learning with a significant value of (p=0.233). It is explained that the higher the parents' education level, the better the strategy of the self-regulated learning children have (Situmorang & Latifah, 2014).

The findings in Table 7 show that the subjects that students are interested in can affect students' self-regulated learning ability. (Majid, 2016; Zachariou & Whitebread, 2019) claimed that students who have an interest in certain subjects tend to give more attention to it. The students who have an interest make more efforts to gain good grades by preferring to study.

## CONCLUSION AND SUGGESTIONS

The results concluded that there is a correlation between self-efficacy and teachers' social support in the self-regulated learning of elementary school students in Surabaya. While the self-efficacy variable does not independently impact students' self-regulated learning, the

teacher-social support variable does have a significant effect.

Additional factors influencing students' self-regulated learning include gender, parents' occupation, parents' education level, and subject of interest. Students' internal factors, such as their interest in a subject, can significantly encourage their learning activities.

It is recommended that teachers and parents provide support to students to help develop their self-regulated learning and offer guidance throughout the learning process. Students can be encouraged to develop an interest in subjects, as interest is also a driver for students to be independent in learning.

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