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OF SOCIAL SUPPORT ON SELF-REGULATED LEARNING IN SARMAG PROGRAM STUDENTS

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Abstract. Social support is the existence of interpersonal interactions that are shown by providing assistance to other individuals, where the assistance is generally obtained from people who are meaningful to the individual concerned. In addition, social support also affects self-regulated learning which involves peer support, family support, facility support, information support and emotional support. Aspects of social support that affect self-regulated learning are emotional support, reward support, instrumental support, information support and social network support. The characteristics possessed by self-regulated learning are individuals who have the ability to be active in regulating their learning activities in various ways. The environment around the individual such as the family environment, community environment, academic environment, and group environment have an influence on individual success in learning. This study aims to see the effect of social support on self-regulated learning in Sarmag program students with a total of 121 students as respondents. The sampling method used an accidental sampling technique, while the data collection technique used a questionnaire. Hypothesis testing using simple regression analysis, which shows that there is a very significant effect of social support on self-regulated learning in Sarmag program students with an F value of 30.323 with a significance value of 0.000 (P < 0.05) and an R square value of 0.203 which indicates The effect of self-regulated learning which is very significant on social support is 20.3% with the remaining 79.7% influenced by other factors, namely self-efficacy, motivation, Intelligence Quotient.

Keywords: sarmag program students; self regulated learning; and social support.

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INTRODUCTION

The Sarmag program is the provision of educational services for students who have the potential for intelligence and/or special talents to be able to complete regular programs in a shorter time. The curriculum used in the Sarmag program is the national and local curriculum, which is modified with an emphasis on essential materials and developed through a learning system that can stimulate and accommodate the integration of spiritual, logical, ethical, and aesthetic as well as development develops the ability to think holistically, creatively, systematically, linear, and convergent to meet current and future demands. The Sarmag program curriculum is a curriculum that is applied to the education unit concerned, so that graduates of the Sarmag program have the same quality and competency standards as graduates of the regular program. The difference only lies in the overall time taken in completing their education faster when compared to the regular program (Ribeiro, Liliweri, Gana, & Djani, 2021).

To take part in the Sarmag program, students must follow several processes, namely students first attend regular lectures during regular lectures, students who can meet one of the requirements have a minimum GPA of 3.75. After that, students will be re-selected with various kinds of tests, namely the selection stage test, the TOEFL test where the TOEFL test students must reach 500 to take part in the Sarmag program. The difference between the Sarmag program and the regular one in general, where the Sarmag program is required to complete one semester of approximately four months and has nine meetings where, the regular lecture program completes one semester for six months and the Sarmag program completes one semester only takes approximately 4 months (Juwita, 2016).

The Sarmag learning process is a process of internalizing knowledge within the individual. Learning activities will take place effectively if someone who learns is in a positive state and is free from pressure during the learning process that takes place in higher education and training programs organized by the university. The learning process, many of the lecturers who provide learning to students are passive. The material taught in the sarmag class is in the form of lectures without any effort to involve the potential of students to think and respond to the potential of students with the knowledge provided. In the model, self- regulated learning students are emphasized to be able to master the best ways and conditions for themselves to learn (Abar & Loken, 2010).

The purpose of this study was to determine the effect of social support on self-regulated learning in Sarmag program students

METHODS

Identification of Research Variables

In study this, what will be studied are:

1. Predictor Variables: Self Regulated Learning
2. Criterion Variables : Social Support

Population and Research Sample

Population in this study was students of the Sarmag University of Gunadarma. The

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sample in this study was sarmag students, totaling 121 people.

The sampling technique in this study used the technique Accidental Sampling. Accidental Sampling is an accidental sampling which is carried out by taking cases or respondents who happen to exist or are available in a place according to the research context (Etikan & Bala, 2017).

Data Collection Techniques The data

The collection technique chosen in this study used a questionnaire or questionnaire. (Schneider & Whitehead, 2013) explains that a questionnaire or questionnaire is a number of written questions/statements that are used to obtain information from respondents in terms of reports about themselves. In this study, a questionnaire with a model scale was chosen by Likert to develop a scale of social support and self-regulated learning.

Validity

Validity according to (Nesbitt, Baker-Ward, & Willoughby, 2013), comes from the word validity which means the extent to which the accuracy and accuracy of the test in carrying out its measuring function. That is, the extent to which this scale is able to measure the attributes it is designed to measure. A scale that is only able to reveal some of the attributes that should or actually measure other attributes is said to be an invalid scale. Because validity is closely related to the purpose of measurement, the scale only produce data that is valid for one measurement purpose.

Item Discriminatory

Power The item discrimination power or distinguishing power is the extent to which an item is able to distinguish between an individual or a group of individuals who have and do not have the attribute being measured. For the attitude scale, the items with high discriminatory power are items that are able to distinguish which subjects have positive attitudes and which subjects have negative attitudes. All items that achieve a correlation coefficient of at least 0.30 discriminatory power are considered satisfactory. On the other hand, items that achieve a correlation coefficient of less than 0.30 can be interpreted as items that have low discriminatory power. In this study, the item discrimination power test was carried out using thetechnique Item Total Correlation, (Peng et al., 2010).

Reliability

Reliability according to (Fourney et al., 2011), comes from the word reliability, which means the test can be said to be reliable if it has high reliability. Reliability refers to the accuracy or reliability of the measurement results, which implies the accuracy of the measurement. An unreliable measurement will result in an unreliable score because the difference in scores between individuals is determined by the error factor rather than the actual difference factor. To test the reliability in this study using analysis of variance Cronbach's alpha to identify how well the items in the coefficients relate to one another with a good reliability coefficient value limit of 0.7.

Data Analysis Techniques

Technique used in this study is to use a simple regression analysis technique to

measure the variables of self-regulated learning and social support. Data analysis performed using statistical calculations, using the Statistical Product and Service Solution (SPPS) version 24.0 for Windows.

RESULTS AND DISCUSSION

Scale Self-Regulated Learning

1. Validity Test

Content validity used in this study was a rational analysis of the research supervisor, by correcting the items on both scales and providing opinions and suggestions to the researcher for the selection of corrective sentence statements to be measured.

Table 1. Validity of self regulated learning

No.	Enter Their Repair	Item Repaired
1.	Sentence Correction	17
2.	Improvement Item	19

2. Test Discrimination Item

Based ondiscrimination power tests items conducted on the scale of self-regulated learning,there are 23 items that gain value ≥ 0.30 so stated. Meanwhile, 7 items received a value of 0.3 so that they were declared invalid. The correlation coefficient on items-items that are either ranged from 0.337 up to 0.625.

Table 2. Discrimination Items scale Self-regulated learning

Aspek	Nomor *Item*		Jumlah *Item*	
	Favorable	*Unfavorable*	*Item* Awal	*Item* Baik
Kognitif	1,2,5,6,9,11,13*,14	3,4,7,8,10*, 12	14	12
Motivasi	15*,16,17,18*,19,20,22, 23,24	21*	10	7
Perilaku	25,26,27,29	28*,30*	6	4
Total	21	9	30	23

Keterangan: tanda * menandakan item gugur

3. Reliability Test

Based on the results of the reliability test that has been carried out, thescale self-regulated learning has areliability test value Cronbach Alpha of 0.875 based on 23 items high-discriminatory power. This means that the reliability coefficient on the scale of self-regulated learning shows a fairly good consistency and stability of values. Thus, it can be concluded that the statement in this questionnaire is reliable because it has a Cronbach Alpha > 0.600.

Table 3. Scale Reliability Self-Regulated Learning

Variable	Cronbach's Alpha	Information
Self-Regulated Learning	0.875	Reliable

Social Support Scale

1. Validity Test

Table 4. Social Support Validity

No	Enter or Repair	Items Zdiperbaiki

1.	Sentence Correction	8,9,14,21
2.	Repair Item	4
3.	Addition of items	31.32

2. Discrimination Test Item

The social support scale consists of 21 favorable and 11 unfavorable items,with a total of 32 items. Based on the results of the discriminatory power test item that was carried out on the social support scale, there were

26 items that obtained 0.30 so that it was declared an item good. Meanwhile, 6 items received a value of 0.30 so that they were declared invalid. The correlation coefficient on the good items ranges from 0.336 to 0.626.

Table 5. Discrimination of Items Social Support

Aspek	Nomor *Item*		Jumlah *Item*	
	Favorable	*Unfavorable*	*Item* Awal	*Item* Baik
Dukungan Emosional	1,4*,5,6	2,3,7*	7	5
Dukungan Instrumental	8,9, 11,12	10*, 13,14*	7	5
Dukungan informatif	15,16,17,18, 19,22	20,21	8	8
Dukungan penghargaan	23,24,25,27	26	5	5
Dukungan jaringan sosial	28,29*,30	31,32*	5	3
Total	21	11	32	26

Keterangan: tanda * menandakan item gugur

3. Reliability Test

Based on the results of the reliability test that has been carried out, the social support scale has areliability test value Cronbach Alpha of 0.885 based on 26 items with high discrimination power. The reliability coefficient on the social support scale shows a fairly good consistency and stability of values. Thus, it can be concluded that the statement in this questionnaire is reliable because it has a Cronbach Alpha > 0.600.

Table 6. Reliability of Social Support Scale

Variable	Alpha Cronbach	Criteria	Information
Social Support	0.885	0.600	Reliable

4. NormalityThe normality

Testtest of the data in this study used the Kolmogorov Smirnov Test by looking at the significance value or P 0.05 from a normally distributed population. Based on the normality test for self-regulated learning, a significance value of 0.200 or P 0.05 was obtained. Thus, it shows that the distribution of data self-regulated learning is normally distributed, while support. Socialhas a significant value of 0.005 or P 0.005.

Table 7. Normality Test Results

Variable Description	Sig.	P	
Self Regulated Learning	0.200	0.05	Normal
Social Support	0.00	0.0	Abnormal

5 5

5. Linearity

Test The linearity test of this researcher uses a test for linearity. Data with a significance value of <0.05 can be said to be non-linear. While the data with a significance value <0.05 is said to be linear.

Table 8. Linearity Test Results

Variable	Sig.	P	Description
Social Support and Self-Regulated Learning	0,000	<0,05	Linear

Hypothesis Testing

Table 9. Results of Hypothesis Testing

Model	F	Sig
Regression	30,323	0.000

Based on the table above, it is known that the calculated F is 30.323 with a significance level of 0.000 or P < 0.01. This shows the effect of social support on self-regulated learning in Sarmag program students. To determine the effect of self-regulated learning, it can be seen in the table below:

Table 10. Simple Regression Test Results of

Model	R	R Square
Pengaruh Dukungan Sosial terhadap *Self*	0,451	0,203

Based on the table above, it is known that the regression value (R) between social support and self-regulated learning variables is 0.451 which implies that the direction of providing social support for self-regulated learning is positive and very significant. This indicates that the higher the self-regulated learning , the higher the social support for the Sarmag program students. While the coefficient of determination (R Square) is 0.203. These results indicate that 20.3% of social support affects self-regulated learning. The remaining 79. 7% is influenced by other factors.

Table 11. Equation of Regression Line

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.	Beta		

		Error	a		
(Constant)	32,079	8,715		3,681	000
Self Regulated Learning	.476	.086	.451	5,507	.000

Based on the results of the data analysis of the table Coefficients above, the calculation results between social support and self regulated learning obtained a constant value of 32,079 and a predictor regression coefficient regression value of 0.476 and the t-value$_{count}$ of 5.507 with a significance value of 0.000 or P <0.05 which proves that there is an influence between social support on self regulated learning. Thus H_a (Alternative Hypothesis) is received and there is positive and highly significant correlation between social support on self-regulated learning in students' sarmag program.

Discussion

This study aims to determine how much influence self-regulated learning has on social support for Sarmag program students. Based on the results of the hypotheses that have been carried out, the significance level value is 0.000 or P < 0.01 and the results of the simple regression test have a score on R square of 0.203. This shows that there is an effect of social support on self-regulated learning in Sarmag students. These results indicate that the contribution of social support to self-regulated learning is 20.3%, the remaining 79.7% is influenced by other factors such as self-efficacy, motivation, Intelligence Quotient. Social support is support or assistance that comes from people who have close social relationships with individuals who receive assistance. The results of this study are supported by the opinion expressed by that the environment around individuals such as support from parents, peer support, support from lecturers or teachers has an influence on individual success in learning. Individuals who have self-regulated learning are able to manage and develop knowledge and behavior to remain consistent and lead to good academic performance. Individuals are able to organize and control themselves in accordance with the plans and goals to be achieved. (Sha, Looi, Chen, & Zhang, 2012) suggests that the characteristics possessed by self-regulated learning are that individuals have the ability to be active in regulating their learning activities in various ways.

Based on the data above, the value empirical mean for social support is 120.20 which is very high and self-regulated learning of 101.38 is categorized as very high. The existence of social support is one of the efforts that can help students in overcoming learning problems. Social support is a form of pleasure felt by students for the real attention, appreciation, care, and help given by parents and peers (Poots & Cassidy, 2020).

Social support from parents and peers in question includes emotional support, appreciation support, instrumental support, information support and support

from social networks. First, the emotional support obtained from parents in the form of providing empathy, care and concern for students regarding their learning activities on campus, so that students feel cared for. Second, the support of appreciation given by parents and peers in the form of encouragement to move forward and keep trying when experiencing failure for the achievements that have been made on campus, so that students feel valued and increase students' self-confidence. Third, instrumental support in the form of help given by parents and peers to students, if students experience difficulties in learning. This will make students not feel alone in learning. Fourth, information support in the form of exchanging ideas between students and their peers regarding the learning strategies used. networks in the form of peers can provide suggestions to follow the social networks they have for these students. The positive impact of this is increasing students' social skills. The Learning process maximum will be obtained by students by doing self-regulated learning in learning. Zimmerman (1989) describes self-regulated learning in learning as managing individual learning processes through setting and achieving goals that refer to metacognition and behavior, both metacognitively.

According to (Fauzi & Widjajanti, 2018), students who have good self-regulated learning in learning will be able to monitor themselves, so that individuals can identify and analyze their abilities such as their strengths and weaknesses in learning and their understanding of lessons. After being able to monitor, students who carry out self-regulated learning will be able to plan their learning process, such as determining learning goals and strategies that will be used according to themselves.

The results of calculations self-regulated learning based on gender include male and female. In men with anvalue empirical mean of 78.18 and in women with anvalue empirical mean of 80.54. The results of the calculation of social support based on gender include men with anvalue empirical mean of 95.55 and women with anvalue empirical mean of 102.39. In terms of gender, there are several significant differences inscores self-regulated learning for men and women.

This is in accordance with (Virtanen & Nevgi, 2010) that there are several differences in Self-Regulated Learning between male and female students. The difference is in the planning stage or the activation of future planning. The cognitive aspect in the indicators activates metacognitive abilities, and in the motivational aspect there are differences in the indicators for assessing self-efficacy. Based on these gender differences, self-regulated learning greatly affects the ability to monitor.

In the female sex, the ability to monitor is much better with indicators including metacognitive awareness, awareness and monitoring of effort, time use, need for help from others, observing one's own behavior (in learning), choosing and adapting cognitive strategies for the learning process and think, choose and adapt strategies to manage motivation and affection, decide to give up, change the situation, and leave the situation. At the stage of self-reflection and reaction there are differences in the following indicators:

attribution (connection) cognitive assessment, behavior selection, evaluation of the context or situation.

(Sinaga, Hasruddin, & Harahap, 2021) defines a self-regulated learning process in which students activate and control cognitions, behaviors, and feelings that are systematically goal-oriented. From the calculation results, it is known that social support has an important influence on self-regulated learning. In the female gender, social support hasvalue empirical value greater than the male gender. This is due to some differences in motivation, behavior, feelings that arise when adapting between the female and male sexes. Description of respondents based on age with an age range of 20, 21, 22, 23, 24 years. Based on the demographic values for self-regulated learning and social support at the age of 20 years, the values were empirical mean 75.60 and 97.40, at the age of 21 years, the values were empirical mean 80.63 and 100.38, at the age of 22 years. the values are empirical mean 80.00 and 101.17, at the age of 23 the values are empirical mean 88.00 and 104.00, at the age of 24 The values are empirical mean 74.00 and 92.00.

(Verburgh, Königs, Scherder, & Oosterlaan, 2014) states that the subject of this study is included in the category of late adolescents who have an age range of 18-23 years, these adolescents already have better cognitive functions than childhood. Late adolescence has reached a period of self-discovery so that adolescents are able to make their own choices. So, teenagers are expected to be able to control their turmoil, pressure and rising emotions. A person's success to be able to excel in lectures is certainly very much determined by the ability to actualize one's potential optimally.

States that one of the mental aspects that will determine the success of actualizing one's potential is self-regulated learning. (Kim, Wang, Ahn, & Bong, 2015) argues that students who have self-regulated learning are students who are metacognitive, motivational, and behaviorally active participants in the learning process. Self-regulated learning enables adolescents to observe and evaluate how effective their learning is, to be able to self-monitor, and to design their own learning strategies.

Descriptive results of research respondents based on the choice of majors, it was found that there are two majors with the value empirical mean highest for self regulated learning and social support, the four majors are accounting with anvalue empirical mean of 85.20 for self regulated learning on social support with anvalue empirical mean of 103.93, while in the communication department in self regulated learning with anvalue empirical mean of 83.00 in social support with anvalue empirical mean of 110.67.

Based on the value empirical mean obtained, the psychology department has students of the Sarmag program with self-regulated learning with anvalue average empirical mean of 83.11 and high social support with anvalue empirical mean of 101.89, while in the English literature department, self-regulated learning of 76.65 which is moderate and high social support with anvalue empirical mean of 98.20, while in the information systems department with self regulated learning with anvalue empirical mean of 80.77 which

is moderate and social support has anvalue empirical mean of 97.77 , while the business information systems department has anvalue empirical mean of 80.77 which is moderate and social support which is moderate has anvalue empirical mean of 98.20, for informatics engineering on self regulated learning 75.12 which and social support is having a moderate value. empirical mean of 94.33.

Students who have a strong drive to process and study in the department they want will have good planning in organizing their learning activities. Students who have high self-regulated learning are students who have high motivation in determining majors as a place to study (Winne & Hadwin, 2012).

Based on the type of parental occupation, the value of self-regulated learning is being obtained in the category with the type of parental occupation as an entrepreneur, which is 98.00. For social support, parents who work as entrepreneurs have an empirical value of 116.00. Motivation, mindset and strategies to think ahead play a bigger role. This is obtained from the social support of Sarmag program students whose parents work as entrepreneurs. Theoretically, it is stated that parents withstatus high socioeconomic are able to guide, direct and provide input to their children in choosing a study program at a university. In addition, they are also able to provide conditions or learning environments as well as adequate learning facilities and infrastructure to support their children's education (Nandagopal & Ericsson, 2012).

Description of respondents based on semesters 1 and 7 In semester 1 of the Master's program, Sarmag program students tend to have good self-regulated learning. This is indicated by the increase in the value empirical mean of 80.86, this is influenced by good social support from the surrounding environment with anvalue empirical mean of 103.14. In semester 1 of the master's program, which is the first semester of master's degree, there are more and more coursework assignments. Students of the sarmag program have also developed good learning strategies so that the results or grades produced are also good. Based on research conducted by (Radovan & Makovec, 2015)v, regulated learning high or good self-knows how to motivate itself even though there are many distractions, so that individuals are able to use learning strategies that have better time management skills and the motivation and social support they get.

CONCLUSIONS

Done, it can be concluded that there is a positive and significant influence between social support on self-regulated learning in Sarmag students. This can be seen based on the results of the hypotheses that have been carried out, obtained a significance level value of 0.000 or P < 0.01 and the results of the simple regression test have a score on R square of 0.203. This shows that there is an effect of support socialon self-regulated learning in Sarmag students. From these results, it can be said that the contribution of social support to self-regulated learning in Sarmag program students is 20.3%, the remaining 79.7% is influenced by other factors, namely self-efficacy, motivation, Intelligence Quotient.

The Value empirical mean in self regulated learning of 79.80 is in the medium category, while in social support it has anvalue empirical mean of 100.24 which is in the high category for Sarmag students.

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