Self Efficacy dan Positive Affect: Apakah ada pengaruhnya terhadap Self Regulated Learning

Self Efficacy and Positive Affect: Is there a Impact for Self Regulated Learning

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Abstrak

Kegiatan siswa tidak lepas dari tuntutan akademiknya. Namun, mereka sering memiliki masalah dengan pembelajaran mandiri – masalah mendasar yang perlu dipecahkan. Penelitian ini bertujuan untuk mengkaji apakah efikasi diri dan afek positif berpengaruh terhadap self regulated learning. Self-efficacy meningkatkan moral siswa. Pernyataan ini didukung oleh temuan kami dari 167 siswa, yang menyoroti bahwa self-efficacy dan pengaruh positif secara positif mempengaruhi self-regulated learning. Tiga alat ukur yang digunakan: skala pengaturan diri (37 item), skala efikasi diri (36 item), dan skala pengaruh positif (38 item). Temuan kami mengungkapkan bahwa siswa dengan self-efficacy tinggi akan lebih percaya diri dalam menyelesaikan tugas dibandingkan dengan self-efficacy rendah. Dengan demikian, guru dan orang tua dapat meningkatkan efikasi diri siswa dengan membatasi faktor-faktor negatif yang mengganggu peningkatan efikasi diri, seperti kecemasan. Selain itu, dapat mendorong tumbuhnya faktor-faktor positif seperti memfasilitasi perkembangan kondisi fisik siswa yang prima. Selain itu, pengaruh positif meningkatkan pikiran positif, yang dapat membantu siswa menyelesaikan tugas mereka, memperoleh prestasi, dan meningkatkan keterlibatan aktif dan kemandirian mereka. Implikasi dan saran untuk penelitian masa depan akan dibahas lebih lanjut.
Kata Kunci: Regulasi Pembelajaran Sendiri; Efikasi Diri; Afeksi Positif.

Abstract

Student activities cannot be separated from their academic demands. However, they often have problems with self-regulated learning – an underlying issue that needs solving. This study aims to determine the effect of self-efficacy and positive affect on self-regulated learning. Self-efficacy improves students' morale. This statement is supported by our findings from 167 students, which highlighted that self-efficacy and positive affect positively affect self-regulated learning. Three measurement tools were used: the self-regulated scale (37 items), self-efficacy scale (36 items), and positive affect scale (38 items). Our finding reveals that students with high self-efficacy would be more confident in completing tasks than those with low self-efficacy. Thus, teachers and parents could increase students' self-efficacy by limiting negative factors that disrupt self-efficacy improvement, such as anxiety. Additionally, they could encourage the growth of positive factors like facilitating the development of students' prime physical condition. Moreover, positive affect improves positive minds, which could help students finish their tasks, obtain achievement, and enhance their active engagement and independence. The implications and suggestions for future research will be discussed further.
Keywords: Self Regulated Learning; Self Efficacy; Positive Affect.

PENDAHULUAN

Students are a group that is exposed by academic demands so that maintaining their stability is considered necessary. Self-regulated learning (later called as the SRL) is a process that includes the learning process of students as they have the main role in activating self-regulated learning activities (Anthonysamy et al., 2020). Students have very good competencies in regulating themselves in a hope that they have self-management skill in pursuing their academic tasks independently. The SRL was described as a quite long process that includes affection, cognition, and behaviour of students both inside and outside school (van Houten-Schat et al., 2018).

Based on this statement, self-regulation could be explained as it is related with what individual will decide to do and how they try to reach their goals. In this way, self-regulation has an important role for learning and the accomplishment of the education goals so that it could be potentially developed and improved with the correct teaching and support for students (Ifenthaler, 2012).

Observations found at SMP X show that there are several conditions that reduce the self-regulated learning of students in class VIII. This was seen from their negative behavior such as: lack of understanding of their own abilities and needs in learning, do not have definite learning goals, do not have a regular study schedule, do not think and act strategically in solving their learning problems, do not learn from consequences, lack of flexibility in learning.

This condition greatly affected their learning achievement which tended to be low, and even below the ability they should achieve if they had an established self-regulated learning. Dias et al., (2014) argued that self-efficacy is a psychological process that can determine someone to take action, self-efficacy can be arranged to produce positive behavior in order to achieve the preferred goals.

Students need supports to maintain their self-regulation such as they need to have the power of self-belief. The self-belief made students to build their mind, feeling, and behavior (Köseoğlu, 2015). This self-belief eventually built their work ethic so that they would work hard to improve their achievement at school.

Apart from self-belief, students need to have affect. Affect here means the positive affect directing students to maximum effort that eventually generates a quality performance (Boekaerts, 2007). The positive affect was the supporting factors on the students' self-regulation as it improved persistence, elaborative strategy that students were able to do self-regulation learning both inside and outside the class (Ahmed et al., 2013).

The positive affect is not only the students' emotional response but also their cognitive aspect that has contributive role. Various school tasks would improve the cognitive skill of students over time (De Simone, 2020). Bandura stated that when students believed themselves and became independent, they tended to feel positive influence such as self-affirmation, comfort, and composure.

METODE PENELITIAN

Some attempts were done by minimizing presumptions and drawing

conclusions with no data. Hence, the data of the study was taken via descriptive numbers as the descriptive numbers would represent subject responses. Besides, the descriptive number would be used to obtain the quantitative data. The quantitative data was easier to comprehend and analyse and its sample size was bigger than the qualitative one. In addition, the quantitative data helped the researcher to generalize the findings with valid and reliable numbers. Statistically, the subject responses that have been coded could be used as the authentic evidences of research validity so that the data compiled were valid and reliable.

The data for this study were 320 students of class VIII SMP X Yogyakarta. As for the sample that was determined and filled out our scale as many as 167 students. The research method applied is cluster random sampling technique. Namely by taking paper and writing it down and then randomizing it based on the clusters obtained from small plastic tubes. This study did not differentiate subject gender students were able to answer our scale.

This study had 3 variables, namely self-regulated learning, self-efficacy and positive affect. Self-regulated learning as a variable that is measured as the dependent variable while self-efficacy and positive affect as the binding variable of self-regulated learning. This study did not use moderating or moderator variables.

Self-regulated learning could be defined on the following ways: an attempt to change the body function to be directed on learning activities, an attempt to control strong emotion, an attempt to put focus and attention in learning, an attempt

to response the learning environment correctly, an attempt to achieve the learning goals and manage mind and behavior. Meanwhile, self-efficacy is belief on self-skills or competencies in doing tasks and solving problems. Then, positive affect is related to feelings of pleasure and joy because of the envi-ronment interaction. It is characterized by enthusiasm and satisfaction and also indicated by a feeling of comfort with various intensities and can be increased through various activities.

Before the indirect scale being used, it experienced the trial process first. The trial has been done to 64 students by asking them to answer the three scales of self-regulation, self-efficacy, and positive affect.

Self-regulated learning was comprised of 7 indicators such as set learning goals, follow instructions, use resources effectively manage time effectively, use effective strategies to organize ideas, monitor performance, and manage learning abilities. A total of 37 items can represent the self-regulation scale. From the 40 test items, 3 items were rejected and 37 items were valid.

Self-efficacy had 10 indicators for instance complete assignments on time, continue to study despite the distraction, always concentrate on subjects during class, take good notes during class, use the library to get information for class assignments, plan learning activities at school every day, organize school activities or assignments, memorize the content of lessons in class and the contents of textbooks, arrange the learning seat (place) comfortably, and do the tasks assigned. The number of items

on self-efficacy scale was 36 items. This variable successfully passed the scale trial well so that from the results of the analysis all items were declared valid.

Positive affect was the second dependent variable that was used in this study. The indicators tested were interested, enthusiastic, strong, spirited, proud, aware/ ready, inspired, determined, attentive and active. There were 38 items considered valid after the trial scale was done.

Data collection stages were started with the research explanation, delivery of instructions to fill in the instrument and its duration, and collection of instruments. During the filling in the instrument stage, the researcher waited and gave an explanation when students raised questions.

Before research findings were obtained, all data were analysed into SPSS version 20.00 for windows. The analysis stage begins with prerequisite testing and then hypothesis testing. The prerequisite test starts with normality, linearity and multicollinearity tests. The normality test was based on the Kolmogorov-Smirnov Z technique. Meanwhile, the linearity test was carried out to ensure the distribution was linear. Then, the multicollinearity test can clean the data if the same concept was found so that the data could be distinguished. Then, the hypothesis test used multiple regression analysis.

HASIL DAN PEMBAHASAN

The Scale of self-regulation was composed of 37 items with 4 answer choices. The minimum score was 37 and the maximal one was 148 with the hypothetical mean of 92,5 and standard deviation of 18,5. Hence, the category of subject with high scores was same or more than 111 (92,5 + 18,5) and the low category was less than 74 (92,5 – 18,5), and then the moderate category was from 74 until less than 111. The scores obtained from 167 of research subjects revealed students that got the high scores (more than or equal to 111) were 95 persons (56,88 %), moderate scores were obtained by 72 persons (43,12 %) and there were no student that got the low score (less than 74).

The Scale of self-efficacy was comprised of 36 items with 4 answer choices. The minimum score was 36 and the maximum one was 144 with the hypothetical mean of 90 and standard deviation of 18. Hence, the category subject that got the high scores was equal to or more than 108 (90 + 18) and the low category was less than 72 (90 – 18), and then the moderate category was from 72 until less than 108.

The scores obtained from 167 of research subjects revealed students that got the high scores (more than or equal to 108) were 100 (59,88 %), the moderate scores were obtained by 67 students (40,12 %) and there were no students that got the low score (less than 72).

The Scale of positive affect was comprised of 38 items with 4 answer choices. The minimum score was 38 and the maximum one was 152 with hypothetical mean of 95 and standard deviation of 19. The category of the subject that got high score was equal to or more than 54 out of 114 (95 + 19) and the low category was less than 76 (95 - 19), and the moderate category was from 76 until less than 114.

The scores obtained from 167 of research subjects revealed students that got the high scores (more than or equal to 114) were 97 (59,08 %), the moderate scores were obtained by 70 students (41,92 %) and there were no students that got the low score (less than 76).

In general, the results of this study were able to answer the hypothesis stating the influence from within, namely self-efficacy and positive affection makes students more active in learning and develops a strong desire to regulate self-learning. This hypothesis was a major hypothesis indicated by the F value of 112,369 with a significance of 0.000 < 0.05.

The first minor in this study was the influence of self-efficacy on self-regulated learning was found. Thus, it could be concluded that this first minor was significant with t value of 11.770 with significance of 0.000 > 0.05. The B value was 0.709, the standard error was 0.060 and the Beta value was 0.637.

The second minor was there was an influence of positive affect on self-regulated learning. The B value was 0.288, the standard error was 0.063 and the Beta value was 0.248 and from its significance, the positive affect value was 0.000 <0.05. This was a good sign implying that there was a positive and strong influence between positive affect and self-regulated learning on SMP students.

From these two independent variables, it was found that combination of self-efficacy and positive affect contributed 57.8%. This was indicated by the value of R2. The R value was 0.760 and the standard error of the estimate was 4.15476. However, if it was described more detail, it revealed that the effective contribution of self-efficacy to self-regulation was 46.1%. While positive affect contributed to self-regulation as much as 11.7%. These numbers weres obtained from the following formula.

a. The influence of self-efficacy and positive affect on self-regulation

The hypothesis test showed that self-efficacy along with positive affect had an effect on self-regulation on students of SMP X Yogyakarta. It meant that the higher self-efficacy and positive affect would cause the higher students' self-regulation. Self-efficacy characterized by confident behavior on self-abilities, self-belief to complete the given task effectively, belief in achieving goals for his performance, and belief in the ability to solve problems would improve students' self-regulation. Hence, the higher the student's self-efficacy functions, the better students' ability to regulate themselves. Cobb (2003) stated that self-regulated learning can be expanded from various triggers including motivation, self-efficacy and life goals Based on Cobb's argument, it emphasizes more that self-efficacy has an effect on self-regulation learning.

In line with the above research, Kusumawati and Cahyani (2013) concluded that the effective contribution of self-efficacy to self-regulation was r^2 = 64.4%. It means that there is significant influence of self-efficacy on self-regulation. Students with high self-efficacy believe they have the ability to complete tasks, to overcome obstacles, and to achieve their goals so that self-regulation increases. Whereas, students with low self-efficacy doubt their ability to succeed and doubt their skills to achieve their

goals and this condition leads to students' low self-regulation. Another factor that influences self-regulation is positive affect.

positive affect has something in common with a positive variable called subjective well-being. Positive affect makes individuals better in living their lives. He thinks more positively and opens his mind as wide as possible. The positive effect has a calming effect and pleases individuals. Aspinwall et al., (2008) stated that positive affect could play useful, diverse, and flexible roles on self-regulation process.

Positive affect makes students enjoy learning activities more and improves their relationships with friends. Positive affect encourages students to get closer to fun and useful situations. Positive affect as predictive of goodness in life as expected. This encourages the self-regulation formation.

b. The Influence of self-efficacy on self-regulation learning

The result of the hypothesis test showed that there was a positive influence between self-efficacy on self-regulation learning. It means the higher self-efficacy will lead to the higher self-regulation learning. On the other hand, the lower self-efficacy will cause the lower self-regulation learning. The reality found in schools was that students whose low abilities on their skills had low self-efficacy and it made self-regulation learning low. Gist, et al (2012) explained that self-efficacy could lead students to different behaviors than students of the same ability.

In addition, this means that students who have good self-efficacy will be more confident in doing and dealing with their learning tasks. Thus, teachers and parents can increase students' self-efficacy through various attempts, by limiting negative factors that inhibit increasing self-efficacy such as anxiety, and encouraging the growth of positive factors that improve the growth of self-efficacy such as facilitating the growth of excellent physical conditions. Schunk and DiBenedetto (2021) showed that self-efficacy explained that one of factors that influenced student behavior was self-belief of students on their abilities since they were more likely to learn if they believe on themselves to learn and achieve the preferred results.

Self-efficacy will enable students to effectively manage their learning experiences in various ways so that they can achieve optimal learning outcomes. Therefore, building student confidence is very important so that teachers and parents can provide social persuasion or show ideal role model on students to follow in improving self-efficacy. For instance, showing success stories, showing motivational videos on how people try to build confidence so that students would be inspired and follow them which in turn increased self-regulated learning.

Jagad and Khoirunnisa (2018) on their study stated that there was a correlation positive influence between self-efficacy and self-regulated learning. Findings of this study showed that to improve student self-regulation learning increasing student self-efficacy first via several efforts that can be applied to students. For instance, guiding students to complete homework / assignments on time, directing students to keep learning despite the distractions, reminding

students to concentrate during class, asking students to take good notes during class, suggesting students to visit the library, helping students to plan learning activities, directing students to organize activities / assignments, encouraging students to remember the lessons and the contents of textbooks, facilitating students to arrange places to study so that they are not disturbed and provide the widest opportunity for students to do the tasks given.

Students with high self-efficacy improve self-confidence on students' ability to complete their tasks given. On the other hand, students with low efficacy doubted their abilities so that they easily give up. This is in accordance with the situation found in the eighth graders of SMP Negeri 15 Yogyakarta. Students have various assignments and tight learning activities such as tutoring, daily tests, homework, practice, group assignments, finding material presentation and so on. These activities require self-confidence on their abilities, so that self-regulation behavior grows and it creates optimal learning.

The description above implies that the high self-efficacy of students will stimulate the active and interactive behavior in learning and direct their learning efforts to the achieved goals so that they improve their self-regulated learning.

c. The Influence of Positive Affect on Self-Regulation

The result of the hypothesis test revealed that there was a positive influence between positive self-regulated learning and affect positive that was very significant. It means that the higher positive affect would increase self-regulated learning and in contrast, the lower positive affect would make self-regulated learning low. According to Holzer et al., (2021) it was characterized by pleasure or happiness, optimism, life comfort, peace, self-pride. While Feraco et al., (2022) proved that positive affect was more related to action than thinking, meaning that it is easier to increase positive affect through "action rather than thinking.

Jeno et al., (2019) in their research concluded that the positive affect component of subjective well-being had a positive and significant influence on self-regulation. Thus, students that have a higher positive affect would lead the higher self-regulation. Positive affect is the aspects of personality that are related to the students' condition. The level of positive affect that students have can influence their behavior in dealing with stressful situations due to complexity and quantity of learning tasks. The higher the positive affect makes the situation more enjoyable for students to complete their learning tasks.

Positive affect does not only make situations more enjoyable, but also improves the relationships among friends or teachers, and conversely, the harmonious and happy class atmosphere increases positive affect. According to Raza et al., (2018) positive affect encouraged students to approach them in pleasant and useful situations. Positive affect can be enhanced by doing daily physical activity, getting enough sleep, interacting with close friends and working hard to achieve valuable goals. Positive affect on students can increase their

activeness and enthusiasm so that they are more productive. Improving positive affect of students at SMP Negeri 15 Yogyakarta has to be continuously pursued in order to enhance student's self-regulation learning, which eventually improves their learning achievement as well.

Lacoe and Steinberg (2019) showed eight affective aspects that were positively correlated with achievement, namely: (1) feeling capable (2) feeling important (3) committed to do tasks (4) feeling relaxed during class (5) feeling as a class member, (6) feeling accepted and appreciated by teachers (7) feeling interested on lesson and (8) feeling accepted and respected by classmates. It was further explained by Pigiani et al., (2020) that a greater number of close friends, involvement in social and spiritual organizations, an outgoing personality, and regular physical activity and sports are some of the other factors closely related to positive affect. Individuals who easily help others think flexibly, and have solutions to solve problems are characteristics of individuals with positive affect. Based on this opinion, several things can be applied at SMP Negeri 15 Yogyakarta to improve positive affect. For instance, teachers and parents can guide students to build intense friendships, direct students to join social organizations that have a positive impact on them, encourage students to have open minded and open personality, facilitate students to do physical activities such as sports and fun recreation, and guide students in activities that increase their spiritual aspect. The condition of students at SMP Negeri 15 Yogyakarta is considered unstable between positive and negative.

SIMPULAN

The positive influence of self-efficacy and positive affect is able to predict self-regulated learning in students. Students do not need to worry about pressure or demands from school as they are able to cope with problems, even learning problems. Students know their tasks and train themselves to continue learning. Self-efficacy encourages students to do activities that support the learning process such as doing school assignments without coercion, learning from exercises and so on. Meanwhile, positive affect provides the power of positive emotions to neutralize students' negative feelings during learning.

The scope of this study is focused on students. As it is viewed only from the student's perspective, readers tend to have a negative thinking on the school. However, actually all of related parties have roles that contribute each other such as teachers and other educators in the school. In addition, this study does not consider the teachers' efforts to generate excellent outcomes. There are some suggestions that will be proposed for further research. For instance, students are suggested to give more efforts on improving their self-regulation learning by increasing their self-efficacy and positive affect. Furthermore, parents can be used as a reference/ role model to build self-regulation learning of students by helping them to create a situation for the growth of positive affect and self-efficacy through various efforts. Then, teachers and schools are suggested to use the results of this study as a reference for designing school programs. Teachers and schools can facilitate the growth of self-

regulation by facilitating the development of self-efficacy and positive affect. Facilitating the development of self-efficacy can be done through mentoring, counseling services, supporting initial psychology aid and so on. Meanwhile, facilitating the development of positive affect can be done by organizing fun learning, inviting students for recreation and creating a child-friendly learning environment

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