

The Relationship between Self-Efficacy and Self-Regulated Learning on Teenagers

Gressy Rahma Jirandha¹, Mustika Candra Nugraha², Salsabil Firdauz³, & Shada Noorfathya Achmad⁴

¹*Faculty of Education, Department of Psychology, State University of Surabaya*

²*Faculty of Education, Department of Psychology, State University of Surabaya*

³*Faculty of Education, Department of Psychology, State University of Surabaya*

⁴*Faculty of Education, Department of Psychology, State University of Surabaya*

Gressy.21110@mhs.unesa.ac.id; Mustika.21088@mhs.unesa.ac.id; salsabil.21079@mhs.unesa.ac.id; Shada.21153@mhs.unesa.ac.id

Abstract: Educational demands make adolescents must have independence in learning. This cannot be separated from self-efficacy and self-regulated learning which play an important role in overcoming the demands of education in an era full of competence and pressure. In the context of learning, self-efficacy is very important because it can affect one's motivation, effort, and performance in learning. Self-regulation is one of the factors that plays an important role as one of supporting the success of adolescents in learning. Therefore, self-efficacy and self-regulated learning influence each other and have a relationship. This research to see the relationship between self-efficacy and self-regulated learning on teenagers. This research uses the literature study method in which the researcher explores studies that have been conducted by other people on a particular topic or issue and then analyses the data.

Keywords: Self Efficacy, Self Regulated Learning, Learning, Youth

1 INTRODUCTION

In the era of globalisation, individuals are required to process, compete, and adapt in the face of an era full of competence and pressure. This happens in various fields, especially in the field of education. The existence of various problems and challenges experienced by adolescents proves that self-efficacy plays an important role in adapting and overcoming various problems and challenges both in education and in his personal life. According to Santrock (2007; Ruliyanti & Laksmiwati, 2014) self-efficacy is a person's belief in his abilities. Self-efficacy is an opinion or belief that is owned by a person regarding his ability to display a form of behaviour, related to a person's beliefs to determine how much effort is expended and how much he can survive in the face of the difficulties he faces (Bandura, 1997; Sihombing et al., 2022). Self-efficacy having a very important contribution in learning activities, a person will seek to optimally utilise his own potential (Oktariani et al., 2022). It makes a role self-efficacy is very important in human life which includes ways of thinking, recognizing potential, evaluating actions, motivating oneself to survive in the face of difficulties, calm in overcoming stress or depression levels, and life choices made.

As for the aspects self-efficacy according to Bandura (1997; Suwarti et al., 2022) includes: 1) levels; 2) generality; 3) strength. Levels (task difficulty level) is related to the level of task difficulty faced by individuals where individuals with selves efficacy height tend to be more tenacious in increasing their business, while individuals with self-efficacy low tend to give up. generality (broad field of behaviour) is knowledge of the tasks faced by individuals,

understanding, individuals of different fields with others. Furthermore, strength (level of strength) focuses on the level of individual strength of a belief it has in completing academic tasks.

In general, every teenager will feel the level of self-efficacy changeable, in the sense of a tendency at a high or low level. This will affect the aspects of his life where self-efficacy plays an important role in individual life. Academic demands in the current era continue to adjust to the rapid flow of globalisation. The variety of academic demands experienced by each individual can influence self-efficacy so that it will have an impact on learning. The current dynamics of education require youth to be able to manage learning effectively and efficiently. In general, adolescents lack independence in reasoning about a phenomenon. Reasoning has not been used as the basis of understanding. This requires self-regulation as a component in dealing with the demands of education in the current era. Regulation in the context of learning is referred to as self-regulatory learning seen as a mechanism that can explain differences in learning achievement among students and can also be seen as a tool to increase learning achievement (Fajar & Aviani, 2022). Therefore, a teenager becomes a learner requires development self-regulated learning. Self-regulated learning is a learning process in which individuals activate cognition, action or behaviour, and feelings systematically to achieve predetermined learning goals (Aisyah & Alfita, 2017). Self regulated learning is a process by which a learner activates and encourages cognition (cognition), behaviour (behaviour), and her feelings (affect) which are systematically oriented towards achieving a learning goal (Schunk & Zimmerman, 1998; Wijaya et al., 2020). From this understanding, self-regulated learning have an important role in learning because they can manage their own achievements and actions, set targets for themselves, and evaluate success when achieving these targets.

Cobb (2003; Wijaya et al., 2020) states that self regulated learning influenced by many factors, including: self-efficacy, motivation, and goals. Self-efficacy self regulated learning refers to the ability of adolescents to use a variety of strategies self regulated learning such as self-monitoring, self-evaluation, goal setting and planning, self-consequences, and restructuring. Confidence in abilities (self-efficacy) higher increases usage of self regulated learning (Pajares, 2008; Tarumasely, 2021). According to Mulyana (2015; Rizqi Fitriyani & Sugiyo, 2022) teenagers who have confidence in themselves or are called self-efficacy will bring up more active and enterprising behavior in trying and daring to set the desired goal so that the teenager has the ability high self-regulated learning.

2 MATERIALS AND METHODS

In this study using the literature study method, in which researchers explore the studies that have been done by other people on a particular topic or issue. According to Marzali (2016) literature review is a literature search carried out by researchers by reading books, journals and other publications related to research topics to produce a scientific paper. Literature review studies are carried out on the awareness of researchers that knowledge will continue to grow and develop. Zed, 2006 (in Meydiansyah, 2021) states that literature studies are carried out by the method of collecting library data, reading and taking notes, and processing research materials.

On the other hand, the main purpose of literature review according to Berg & Lune (2009; Marzali, 2016) is to write a scientific paper containing new studies on a particular topic to be introduced and known by activists of the topic of science. In addition, the purpose of the literature review is for the benefit of the research project itself in order to broaden insight into the research topic to be studied, formulate research problems, and determine appropriate theories and methods to be used in research (Marzali, 2016).

In this study describes the phenomenon regarding the relationship between self-efficacy and self-regulation, using references from 21 Indonesian articles, of which 4 articles will be discussed. Reviews by researchers. by researchers. After getting the data source as a reference, the researcher analysed the data to get an idea of the suitability of the reference article with the topic to be discussed. The results of the analysis of the contents of the reference data source will then be used to answer problems and be used as a consideration for researchers regarding the topic to be discussed, namely the relationship of self-efficacy and self-regulation in learning in adolescents.

3 RESULTS

The research results based on a review of four articles about the relationship between self-efficacy and self-regulation learning, found that there is a close relationship between these variables. The positive correlation between the two variables is also evenly distributed in previous studies. This means that if individuals have high self-efficacy, the higher self-regulation in one's learning even though the subjects in each study are different. However, the majority of subjects in related research are students and university students.

The following is a table of related article review results:

No	Title	Researcher	Objective	Methods, measuring instruments, samples	Result
1	Hubungan Efikasi Diri Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Fakultas Kedokteran Universitas Malahayati	Deta Hikmalia Efend, Vira Sandayanti, Arti Febriyani Hutasuhut	To determine the relationship between self efficacy and self regulation in learning in students of Faculty of Medicine University of Malahayati.	Quantitative method Measuring instruments : questionnaire Sample : 123 students of the Faculty of Medicine, University of Malahayati.	Most of the self-efficacy of students in The Faculty of Medicine, University of Malahayati is in the moderate category with as many as 76 students (61.8%). Most of the self-regulation in studying in students at The Faculty of Medicine, University of Malahayati is in the moderate category with as many as 67 students (54.5%). That the higher self-efficacy, the higher self-regulation in one's learning (Efendi et al., 2020).
2	HUBUNGAN ANTARA SELF-EFFICACY DAN SELF-REGULATE D LEARNING DENGAN PRESTASI AKADEMIK MATEMATIKA SISWA SMAN 2 BANGKALAN	Bekti Dwi Ruliyanti, Hermien Laksmiwati	To test whether there is a relationship significant difference between self-efficacy and self-regulation learning with academic achievement in Mathematics students of SMAN 2 Bangkalan.	Quantitative method Measuring instruments : scale Sample : 139 students of class XI IPA at SMAN 2 Bangkalan who took Mathematics subjects.	There is a relationship between self-efficacy and self-regulation with academic achievement in students of SMAN 2 Bangkalan with a significance value of 0.000 ($p < 0.005$). This means that the hypothesis which states that there is a relationship between self-efficacy and self-regulated learning with academic achievement can be accepted (Ruliyanti & Laksmiwati).
3	Hubungan antara Self Efficacy dengan Self Regulated Learning pada Mahasiswa yang Bekerja di Universitas Medan Area	Candra Wijaya, Nurmaida Irawani Siregar, & Hidayat	To see the relationship between self-efficacy and self-regulated learning in students who Work.	Quantitative method Measuring instruments : scale Sample : Students who work at the University of Medan Area who meet the sample criteria with a sample of 67 students.	There is a significant positive relationship between self-efficacy and self-regulated learning of students working at the University of Medan Area. In addition to this research It is known that in general students who work at the University of Medan Area have moderate self-efficacy and moderate self-regulated learning (Wijaya et al., 2020).

4	Hubungan antara Self-efficacy dan Goal orientation dengan Self-regulated learning pada Siswa	Rizqi Fitriyani, Sugiyo	To find out the relationship between self-efficacy and goal orientation with students' self-regulated learning at Walisongo Islamic Middle School.	Quantitative method Measuring instruments : scale Sample : 158 students of Walisongo Islamic Middle School	There is a significant positive relationship between self-efficacy and self regulated learning and there is a significant positive relationship between goals orientation with self-regulated learning. Results of multiple correlation analysis shows that there is a significant positive relationship between self-efficacy and goal orientation with self-regulated learning (Fitriyani 2022).
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4 DISCUSSIONS

Based on the research results table, it explains that the overall results of the research that has been carried out by each researcher with a different title with the same topic of discussion, namely the relationship between self-efficacy and self-regulation obtained from the results of reviews that have been carried out in several journals indicate a direction of relationship positive correlation which means having a close relationship between these variables. Even though they have differences regarding research subjects, each researcher uses the theory of the same figure. Both of these concepts can influence each other in the learning context of a student. According to Bandura (1997; Mawaddah, 2021), Self-efficacy is a belief in a person's abilities to organise and carry out a series of actions needed to produce something. According to Bandura (1997; Dewi, 2017), explaining the differences in self-efficacy that each individual has lies in three components including:

- Dimensions of task difficulty level (Level). The dimension of the difficulty level of this task is a dimension related to the level of difficulty of the task faced by individuals.
- Dimensions Generalization / breadth (Generality). The generalisation dimension is related to the broad scope of the individual's ability fields. This can be seen from the individual's ability to do the task.
- Dimensional level of strength (Strength). The strength level dimension relates to the level of strength of individual beliefs or expectations of their abilities.

This proves that a person really needs self-efficacy to live life, including teenagers who are still in an unstable emotional state that makes their self-efficacy go up and down so that self-regulation is needed as a part that will complement the deficiencies that exist in adolescents.

Self-regulation is an important part that needs to be owned in addition to self-efficacy by adolescents. Self-regulation is the ability of a person to control himself what they want to achieve at school depends on each of them because this requires actions to get the learning outcomes while at school they want to achieve, students who can be said to be successful if a student is themselves have learning achievements in schools that continue to increase (Putrie, 2021). In addition, self-regulation in learning is a process within students that can regulate and manage thoughts, feelings, desires, and determine the actions to be taken (Friskilia & Winata, 2018). According to Ghuftron & Risnawita (2010; Farah et al., 2019) self-regulation is an individual's effort to self-regulate in an activity by involving metacognition abilities, motivation, and active behaviour, all three of which are aspects of self-regulation that are applied in learning. The stages of self-regulation include receiving, evaluating, searching, formulating, implementing, assessing (Manab, 2016). Self-regulation is one of the important role factors as one of supporting the success of adolescents in learning.

Where adolescents who are students who have a high level of self-efficacy tend to be able to manage themselves in learning, including managing time, paying attention to tasks that must be completed, and avoiding unnecessary distractions. On the other hand, students who have low levels of self-efficacy tend to be less able to manage themselves in learning. In the context of learning, self-efficacy is very important because it can affect one's motivation, effort, and performance in learning. Students who have high self-efficacy tend to be more motivated and put more effort into learning, whereas those with low self-efficacy tend to be unmotivated and put less effort into learning. However, Self-efficacy alone is not enough to achieve optimal learning outcomes, therefore self-regulation is also needed to help students manage time, make the right decisions, and avoid unnecessary distractions. This is consistent with the results of research that has a fairly high linkage and has a positive correlation direction which can be concluded

that the higher the self-efficacy, the higher the self-regulation in one's learning (Efendi et al., 2020). Fitriyani (2022) states, in the conclusions of the research she has done, that the higher the self-efficacy and goal orientation, the higher the self-regulated learning. This shows that individuals are able to determine clear learning goals and are able to increase confidence in their abilities. , then the individual can formulate appropriate and effective learning strategies according to his abilities. In addition, students' ability to plan their own learning strategies and their ability to manage a conducive environment for learning can increase their academic achievement (Ruliyanti, 2014).

This supports the statement that self-efficacy is a person's belief in his ability to perform tasks or achieve certain goals, while self-regulation is the ability to regulate emotions, behaviour and thoughts in order to achieve the desired goals. If self-efficacy and self-regulation are possessed by adolescents, these two things will work together so that a student can learn better. Adolescents as students who already have high self-efficacy and their ability to regulate themselves well tend to be better able to overcome challenges and produce optimal learning performance. In order to increase self-efficacy and self-regulation in learning, there are several strategies that can be implemented, including setting specific and realistic goals, Practise self-regulation techniques, such as meditation or relaxation, Have a structured and regular study plan and avoiding distractions, such as gadgets or social media. By implementing these strategies, students can increase self-efficacy and self-regulation in learning, so that they can achieve optimal learning results.

5 CONCLUSIONS

Self-efficacy is a factor of self-regulated learning which directs individuals to use various strategies such as self-monitoring, self-evaluation, goal setting and planning, self-consequences, and restructuring in achieving set learning goals. Self-efficacy will increase usage of self regulated learning. Where adolescents who have confidence in themselves will bring up more active and enterprising behaviour in trying and daring to set the desired goal. From the results of research using literature study methods from various journal articles, self-efficacy has a positive and significant correlation with self regulated learning. That is, the higher self-efficacy someone is getting taller, self regulated learning someone to activate cognition, action or behaviour, and feelings systematically in achieving predetermined learning goals.

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