

**THE INFLUENCE OF FATHERING AND PEER SUPPORT ON SELF  
REGULATED LEARNING IN SMA MUHAMMADIYAH 2  
YOGYAKARTA**

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**Abstract**

This study aims to determine the influence of fathering and peer support to self-regulated learning in SMA Muhammadiyah 2 Yogyakarta. This research uses correlation quantitative approach with multiple linear regression model. The sample in this research use Cluster Random Sampling and sampling technique using lottery method. The study population was 313 students and the subjects were 168 students. The scale used is Self Regulated Learning scale, Fathering and Peer Support. Data analysis with Descriptive Analysis, Normality Assumption Test, Linearity, Multicollinearity Test, Heteroscedasticity Test and Hypothesis Test. The results showed that 1). Description Analysis for SRL, fathering and peer support are moderately categorized; 2). Test of linearity of SRL with significant linear fathering, SRL test with very significant linear peer support; 3). No correlation between fathering and peer support, 4). Fathering and peer support together have a very significant effect on SRL; 5). The influence of fathering on the SRL is not significant but the influence of peer support is significant.

The conclusion of this study: there is a very significant influence of fathering and peer support jointly against the SRL; The influence of the fathering is insignificant to the SRL and; There is a significant influence of peer support to SRL in SMA Muhammadiyah 2 Yogyakarta.

**Keywords:** Self Regulated Learning (SRL), fathering, peer support

**Introduction**

Cognitive abilities are very important related to the learning process is a learning strategy to understand the content of the subject matter, the strategy of believing the importance of the content of subject matter, and its application and absorb the values contained in the subject matter (Love & Kruger, 2005). Learning strategy used is very important so that learning can be conducted effectively and efficiently. Learning strategy used is not just an active learning strategy (Casem, 2006). According to Gagne (Merdinger, Joan, Hines, Osterling

& Wyatt, 2005), the elements that influence the learning process to be effective are strategies for determining learning objectives, knowing when strategies are used and monitoring the effectiveness of learning strategies.

Self-regulation strategy in learning is a cognitive learning approach strategy. There is a very significant positive correlation between academic achievement and the use of self-regulation strategies in learning (Camahalan, 2000). Empirical facts show that even though the student's ability is high but he can not achieve optimal academic performance, due to his failure to regulate himself in learning (Alsa, 2005).

Students' self-regulating abilities in this learning process are often referred to as Self Regulated Learning (SRL) abilities. In Indonesian SRL is often referred to as self regulation in learning or learning independence. One of the components in self-regulation is to regulate effort that related with achievement and refers to the student's intention to get the source, energy, and time to be able to complete important academic tasks (Wolters, Pintrich & Karabenick, 2003). Schunk (2008) also argues that students who explore how goals and self-evaluation will affect the outcomes of achievement. Therefore, objectives and evaluation are part of the self-regulation cycle.

Another positive aspect of self-regulated learning lies in the determination of goals, planning, and self-monitoring that are important aspects of child and teenagers achievement (Anderman & Wolters 2006, Schunk, Pintrich, & Meece, 2008; Wigfield & others, 2006, in Santrock, 2009). Hal ini sangat penting bagi siswa untuk memiliki kemampuan belajar mandiri untuk mendukung keberhasilan proses pembelajaran.

It have proven that some self regulated learning strategies are very efficient for improving learning achievement as in the mathematics lesson (Camahalan, 2000; Alsa, 2005). Facts that occur in the field shows that still low self-regulated learning students in teaching and learning process. Based on research Pujiati (2010), the phenomenon occurred in SMP Negeri 2 Rajapolah academic year 2008/2009 until 2010/2011 academic year indicate that self-reliance learning not yet "ajeg" include behavior (1) late to school, (2) not

completing school tasks with reasons left behind at home, (3) cheating on repetition, (4) less use of library facilities as a source of learning, (5) the statement of some students who say that studying in school will not affect the results of learning achievement, due to the negative assumption from outside about himself.

The research conducted by Widiyastuti (2012) shows the data of self-learning level of grade XI SMAN 1 Nagreg academic year 2011/2012 as much as 2.73% is at high level of SRL, moderate level 15.45%, 46.36% low. level of SRL and level of 35.45% very low SRL. The results are reinforced by research conducted Ashifa (2011) in SMPN 10 Bandung that there is a relationship between self-regulated learning with cheating behavior.

Self-regulated learning is a very important component in learning, especially to achieve the academic achievement, where students who have high self-regulated learning will succeed in their academic achievement (Ellena & Leonardi, 2014). Zimmerman (2008) states that self-regulated learning is a proactive process of students to achieve academic skills, such as setting goals, selecting and setting up effective strategies and controls. One of the factors that influence self-learning is the social environment (Zimmerman, 1990). According to Zimmerman (1990) in the cognitive social theory there are three things that affect a person to conduct self-regulated learning, is individual, behavior and environment. Environmental factors can be physical environment and social environment such as family environment, school environment, social environment and others.

Parents are the closest family to the child where they are who have been raising up the students, so that the parents also play a role in any aspect in the life of the students, including in the aspect of self-regulated learning in order to achieve academic achievement. Ellena & Leonardi's (2014) study shows that there are differences in self-regulated learning in terms of differences in perceptions of authoritarian, democratic, permissive parenting patterns and the greatest mean difference of the four parenting patterns are democratic parenting.

Similar research conducted by Dianah (2015) shows the influence of parenting models, peer groups, emotional intelligence and social capital to self

regulated learning in IPS studies. The research showed that self regulated learning can be improved by increasing effective parenting pattern, strong peer group ties, high emotional intelligence, and strong social capital. The role of parents relates to parenting, especially the role of the mother is often a major concern when the topic of family and child is raised. The belief that the child is a mother's business is not only the belief of Indonesian society, but is universal in the various cultures of the world. The role of father is often forgotten, because the father is more directed to the role of economic needs fulfillment. The research of Andayani & Koencoro (2007) still gives an idea that the role of the father tend to be low in the process of parenting. The father often tends to keep his distance from his children.

In some other studies it has also been found that fathers and mothers have different ways of influencing their children. Michael Yogman and his colleagues (Dagun, 2002) examined the difference between father and mother in play. It was found that fathers tend to less talk but more often hold, invite to play and rock with motion rhythm pattern to the baby. Fathers show more physical activity, while mothers show conventional ways, trying to catch the attention of children by shaking the doll in front of the baby and invite to talk.

According to Susanto (2013), teenagers who receive intensive support and communication with their father have greater freedom to explore to be himself, find his true self, try his own ability, strengthen his own judgment of choices made and consider the possibility of confronting other people in planning his future. Dad's involvement in adolescent life will affect them in relation to peers and school achievement, as well as assisting adolescents in developing control and adjustment in their environment. Dad is the closest social agent to a child besides the mother which will color development a child.

According to Tamami (2011) there is a significant influence of parenting method (authoritarian father, democratic father, permissive father, authoritarian mother, democratic mother, and permissive mother) to teenagers attitude in procrastination or tendency to delay or avoid an assignment and less or absence of self regulation in doing a work.

According Purwindarini, Hendriyani and Deliana (2014) father involvement in the parenting have a high criterion with a percentage of 73.2%. Fathers' involvement in the parenting if it seen from every aspect from the highest to the lowest are spiritual, social, intellectual, affective and physical involvement. The low father's involvement to the teenagers reflected on their care to their children achievement in the school.

One that can influence self regulated learning in social environment factors is social support. One of the social supports to the teenagers is attachment. According to Santrock (2003), in the teenager ages, attachment figures that play many important roles are peers and parents. In the teenager ages, an individu will form closer attachments with peers. Peers as a social environment for teenager have an important role for the personality development.

Neufeld (2004) argues that peer attachment is an inherent bond that occurs between a child and his peers, either with a person or with his peers. From that bond, a child will see and imitate all actions, style of thinking, and will understand all the behavior of his peers. Peers will be mediators of good things, what happens, what matters and even they have perceptions about themselves. According to Bayani & Sarwasih (2013) positive peer relationships can provide good social support to the teenagers. Research conducted by Adicondro & Purnamasari (2011) shows that there is a very significant positive relationship between social support family with self-regulated learning. Other research conducted by Kapliani and Ratna (2008) states there is a correlation between social support of lectures to the learning regulation of students. The research states that the higher of social support, the higher self regulated learning.

Observations conducted by researcher to student of SMA Muhammadiyah 2 Yogyakarta in 6-25th February showed that there were problems indicated on self-regulated learning. Ten of the students in a class showed low SRL. The low of the student SRL is shown in the low desire to do the task with the optimum and timely effort, the low of effort and willingness of the students to request remedial to the subject teachers whose value is not complete yet, students do not have daily study schedules, students learn when going to the test with the classical method

of 'learning racing overnight (SKS), cheating on the exam, less use of library facilities, late collecting tasks, students love to talk or do other activities when explained by the teacher in the class and prefer to talk about things that are not included in the lesson. The learning process should be done because of the willingness, choice and responsibility itself, not just to go to school, the means to get a degree, higher social status or just please the parents.

From several studies on self-regulated learning and its influencing factors, the researcher formulates the problem: "How does the role of father and peer support affect self-regulated learning in SMA Muhammadiyah 2 Yogyakarta?" Therefore, this study aims to determine the influence of the role of fathers and children of peers against independent learning in SMA Muhammadiyah 2 Yogyakarta.

### **Experimental Methods**

This research uses correlational quantitative approach with multiple linear regression model. The sample in this research use Cluster Random Sampling and sampling technique using drawing method. The study population was 313 students and the subjects were 168 students. The scale used is Self Regulated Learning scale, Father Role and Peer Support. Data were analyzed by Descriptive Analysis method, Normality Assumption Test, Linearity, Multicollinearity Test, Heterocedasticity Test and Hypothesis Test.

### **Results and discussions**

#### **Descriptive analysis**

Self Regulated Learning gets high category that is 25 (14,88%), medium category 111 (66,07%), and low category 32 (19,05%). This showed that most respondents have a moderate Self Regulated Learning, ie 111 (66.07%). Factor of role of father get high category that is 25 (14,88%), medium category 121 (72,02%), and low category 22 (13,10%). This showed that most of the respondents have a moderate father role, that was 121 (72.02%).

Peer support received high category results of 25 (14.88%), medium category 124 (73,81%), and low category 19 (11,31%). This showed that the most respondents have moderate peer support, ie 124 (73,81%).

### **Assumption test**

Based on the analysis results obtained Kolmogorov Smirnov value is 0.045 and not significant at 0.200. Because  $p > 0,05$  means data is normally distributed. This showed that the data population in this study had a normal distribution.

The result of linearity significance of two Self Regulated Learning (SRL) variables and father role were 0.035. These results indicate that the linearity significance was less than 0.05. So the relationship between these two variables was said to have a linear relationship significantly. These results indicated that the linearity significance was less than or equal to 0.01. So the relationship between these two variables was said to have a linear relationship was very significant.

### **Multicollinearity Test**

From the analysis, it has obtained the Tolerance Value of father role and peer support was 0.984. This value showed that the tolerances value was greater than 0.10 which means no multicollinearity or no correlation between independent variables.

### **Heteroscedasticity Test**

The significance of the residual absolute correlation of the regression results with all the independent variables showed greater than 0.05 which meant no heteroscedasticity or homoscedasticity.

### **Hypothesis test**

#### **Coefficient of Determination (R Square)**

Table Summary Research model was as followed

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	,239 <sup>a</sup>	,057	,046 6,038



The value of Summary Model of the SPSS output was 0.057. This meant that 5.7% of Self Regulated Learning (SRL) variations can be explained by the variations of both daddy's independent role variables and peer support. While the rest (100% - 5.7% = 94.3%) was explained by other causes beyond the model.

To explain that the 94.3% derived from other models affecting the SRL can be reviewed from the existing theoretical basis and some research on the SRL. Research involving SRL with parental nurturing and peer has been done by Dianah (2015) with the results of his research showed that the SRL can be improved by improving the effective nurturing pattern of parents, strong peer group ties, high emotional intelligence, and strong social capital.

This study only use father's role, whereas previous research using parents as a variable that affect the SRL. According to Azmi (2016) factors that influence the growth of SRL is self efficacy and social support. Social support is included as an environmental factor. Baron and Byrne (2005) stated that social support was the physical & psychological comfort provided by friends / family members. Social support came from close important people (significant others) such as teachers and friends in the school. According to the researchers' analysis of previous research, other factors that can influence each other are the role of mother (in parenting pattern), teacher support, self efficacy, emotional intelligence, and social capital.

#### **Simultaneous Significance Test (Test Statistic F)**

F value obtained from Anova test and F test was 4.986 with significancy value was 0.008. Because of the significancy value lower than 0.01, regression model can be used to predict SRL or role of father and peers support have affected significantly to SRL.

Model	Sum of square	Df	Mean Square	F	Sig
1	Regression	363.549	2	181.774	4.986 .008 <sup>o</sup>
	Residual	6015.856	165	36.460	
	Total	6379.405	167		



## Individual Parameter Significance Test (Test Statistic 1)

		Unstandardized Coefficient		Standardized Coefficient	T	Sig
		B	Std Error	Beta		
1	Constant	20.697	3.999		5.175	.000
	Peran ayah	.170	.091	.142	1.870	.063
	Teman sebaya	.130	.057	.175	2.290	.023

From data above can be concluded that SRL variable was influenced positively by father's role and peers. The influence of father role to the SRL was not significant but role of peers it was. The correlation of variables were stated by the following regression equation.

$$Y = 20,697 + 0,170 X_1 + 0,130 X_2$$

Note :

Y = SRL Variable

X<sub>1</sub> = Father role variable

X<sub>2</sub> = Peer support variable

Peer support is one of the factors influence the SRL. Research involving SRL with peer support includes research Dianah (2015), Mahmudi et al (2015), Saguni & Amin (2013), Maghfiraini (2011). These studies are similar to the results of the research that there is a significant influence of peer support to the SRL. Another study from Adicondro & Purnamasari (2011) states that there is a very significant positive relationship between family social support with SRL. Kapliani & Ratna (2008) also stated that there is a relationship of social support of lecturers with regulation in student learning. The higher the social support, the higher the self regulated learning.

One that can influence SRL in environmental factors is social support. One form of social support for teenagers is attachment. According to Santrock (2003)

in teenagers, attachment figures that play many important roles are peers (peers) and parents. When someone at the teenager age, an individual will form close attachment with his peers (peer). According to Bayani & Sarwasih (2013), positive peer relationships will lead good social support to the teenagers. This is in accordance with the results of this study that there is significant influence of peer support to the SRL.

### **Conclusion**

There is a very significant influence of the father role and peer support together to SRL in SMA Muhammadiyah 2 Yogyakarta. But, the influence of peer support more significant than father role to the SRL n SMA Muhammadiyah 2 Yogyakarta.

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