

THE RELATIONSHIP BETWEEN PEER ATTACHMENT AND SELF-REGULATED LEARNING

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ABSTRACT

This researching is motivated by the emergence of the phenomenon of students who experience low self-regulated learning (SRL), this can have an impact on the mastery of tasks to gain understanding of learning topics optimally so that they have difficulty in facing academic tasks that are their responsibility as students. Some of the factors that affect SRL are personal, behavioral and environmental. Environmental factor for example is a relationship with peers (Peer Attachment), Knowing the relationship between peer attachment and self-regulated learning and how much relationship between peer attachment and self-regulated learning. The method used by researchers is a quantitative method with a population of 63 students. The Non-Probability sampling technique used in this study was Incidental Sampling and obtained the number of respondents as many as 41 students. The data collection in this study uses scale (questionnaire) through Google Form uses the likert scale. Testing the research hypothesis uses spearman rho correlation analysis technique with the help of SPSS 25.0 software. Statistical analysis is not have relationship between peer attachment variables and Self-regulated learning. This researching is expected to add knowledge, insight and can be an information material for students about the relationship between peer attachment variables and self-regulated learning. The limited number of samples willing to be respondents in the researching process there are obstacles in extracting information or encountering subjects caused by pandemic factors. Further research is expected to add to the variables studied regarding Self-Regulated learning.

Keywords: *Peer Attachment, Self-Regulated Learning.*

1. INTRODUCTION

Universities are one of the efforts used in developing human resources, education has a very important role in the formation of human resource quality. In college students are not only required to absorb the knowledge conveyed in lectures, but must have the ability and competence that are able to support their future. Higher education college as an advanced level of secondary education on the path of formal education. This is in accordance with the understanding of higher education [1] is the level of education after secondary education includes diploma, undergraduate, master, specialist, and doctoral education programs organized by universities.

Based on data from the study ability survey released by the Programe for International Student (PISA) in 2019 in Paris, indonesia was ranked 72nd out of 77 countries, ranked in the bottom six [2]. Education Index from Human Development Reports (2017) mentions Indonesia is in the 7th position in ASEAN [3]. This is due to the low self-regulated learning of students. Self-regulated learning is one of the factors that cause differences in learning achievement [4]. In this study, researchers focused on one of the college's programs, namely undergraduate education (S1). At this age level, students fall into the category of late adolescence and early adulthood. Early adulthood starts from the age of 21-40 years [5]. Early adulthood is a time for working and pursuing a career, establishing relationships with the opposite sex, leaving some time for things he likes and becoming a responsible citizen. Indirectly students will experience various problems in achieving such success such as difficulty in doing coursework, not passing courses and so on. When students are unable to regulate themselves in learning, they will be anxious and stressed because of academic demands. The demands of the role as a student can cause pressure (stress) on students. Faced with it is not uncommon for students to react with maladjustment behavior such as being apathetic or aggressive [7]. Student apathy behavior includes not attending courses, not listening to materials, and ignoring tasks while aggressive behavior can be cheating, lying and the use of illegal drugs where it will cause students to be unable to provide maximum results in their education.

This is seen from the results of the American College Health Association's (ACHA) survey of 937 students who showed that 37% felt very burdened with the academic responsibilities they had to face. There were 25.8% of all subjects who felt anxious about the demands of the akademik, 15.8% felt depressed about academic pressure [8]. In line with student BMJ research in 2015 which conducted a survey of 1122 medical students on mental health [9]. Stating that 30% of students experience significant mental problems and have been treated by professionals due to study pressures. A total of 15% indicated that they had experienced significant depression due to study difficulties, while 14.9% had thought about suicide because they were not strong enough to face study difficulties [9].

Based on data from the bureau of academic admission (BAA) of University X showed the results that the Psychology Study Program class of 2018 was found as many as 19.35% of students have a semester Achievement Index below 3.00:

Table 1. Percentage of Students 2018

No.	Faculty	Prosentase
1	Agriculture	13%
2	Health	1,7%
3	Economics and Business	11,4%
4	Teacher Training and Education	5,19%
5	Study Islam	1,92%
6	Technical	13,3%
7	Psychology	19,35%
8	Faculty of law	14,8%

Source: BAA University X

From the results of the population obtained at the Faculty of University X class of 2018 which obtained a score of < 3.00 , obtained by the Faculty of Psychology has the highest percentage of 19.35%. Caused by low self-regulated learning that causes students to be unable to optimally carry out academic responsibilities. So that students in universities are expected to be able to create effective learning strategies in academia that are able to facilitate individuals in resolving academic demands, so that students are able to stabilize or be able to make learning outcomes more optimal. According to Patel et al [10] explained that students who struggle harder in learning turned out not to apply the principle of self-regulated learning in the learning process makes students fail to have a solution that is in accordance with their learning difficulties and tend to apply maladaptive problem-solving strategies to their failure in learning. Self-Regulated learning is the proactive process of individuals acquiring academic skills, such as setting goals, selecting and preparing effective strategies and controls. Self-Regulated Learning consists of the setting of three general aspects of academic learning, namely cognition, motivation and behavior. Factors that influence self-regulated learning are personal, behavioral and environmental [12]. One of the environmental factors that play a role in self-regulated learning is peer attachment. Peer attachment is the extent to which the perception of individuals and their peers can understand each other, communicate well, and get a sense of security and comfort from the relationship. In developing attachments with peers, school is the most dominating setting as a place to socialize with peers [13]. Previous research has suggested that parents, mothers, fathers and peers have an influence on learning ability, while behavioral control, help-seeking strategies and self-efficacy are most influenced by peers [14]. As explained in previous research, it is clear that for attachment the mother figure holds the highest level as the main character of attachment, followed by best friends and is the father [15]. Kwon and Lee point out that attachment to peers has a direct impact on self-regulated learning, students with high self-efficacy formed from measures of academic adjustment, social adjustment, environment and general adaptation the higher the measure of learning interest the higher academic achievement and adhere to school regulations [16].

The difference between the research conducted by researchers with previous research focuses more on measuring between parental attachment and peer attachment [14] and research [16] focuses more on how students adjust academically, while research conducted by researchers focuses more on students how the initial stage in the formation of Self-regulated learning in students through the social environment (Peer).

2. RESEARCH METHODS

In this study, the type of research used in this study is a quantitative approach, quantitative research is a research method used to examine a particular population or sample, which uses the collection of research data in the form of numbers and analysis using statistics [21]. Tipe penelitian menggunakan Korelasi timbal balik. Penelitian korelasional yaitu jenis desain penelitian yang bertujuan untuk mengetahui pola suatu hubungan variabel yang dapat bersifat mutual, prediktif, ataupun kausal [21]. The variables in this study are Self-regulated learning(dependent variable), Peer Attachment (independent variable). Study subjects with a population of 63 students faculty of psychology at University X. The Non-Probability sampling sample technique used in this study was Incidental Sampling and obtained the number of respondents as many as 41 students. The data collection in this study used a scale (koesioner / angket) through Google Form using a likert scale with four alternative answers. Testing the research hypothesis using spearman rho correlation analysis technique with the help of SPSS 25.0 software.

3. RESULT AND DISCUSSION

a. Reliability of Research Data

The Peer Attachment scale shows a value of 0.897. Self-regulated learning showed a result of 0.895. Based on the results of reliability coefficients, reliability of peer attachment data and self-regulated learning can be said to be good, while research instruments are considered reliable should have at least a reliability coefficient value of 0.70 or more.

b. Description of research data

The study was conducted on 63 students and found 41 samples of students who had a low achievement index score of <3.00.

Table 2. Test normality of peer attachment and self-regulated learning

Variable	N	Sig	Information
<i>Peer Attachment</i>	41	0,2	Normal
<i>Self-regulaed Learning</i>	41	0,07	Normal

Source : SPSS 25. For Windows

Based on the results of normality testing in table 4.5, peer attachment normality results of $0.2 > 0.05$, and self-regulated learning of $0.07 > 0.05$ can be concluded that the residual value of peer attachment variables and self-regulated learning is normal distribution.

Table 3. Linearity Test

Variabel	N	Sig	Deviation From Linierity	Information
<i>Peer Attachment_ Self-regulated Learning</i>	41	0,145	0,012	Not linier

Source : SPSS 25. For Windows

In the data table the results of the linearity test can be known that the value of significance in Linearity is $0.145 > 0.05$ and Deviation from Linearity $0.012 < 0.05$ due to significant linearity of more than 0.05 and Deviation from Linearity less than 0.05 Then it can be concluded that between peer attachment variables and self-regulated learning there is a relationship that is not linear.

The results of the normality and linearity tests have shown that the results of the research data obtained have a normal distribution and the relationship between the two variables gets results that are not linear. So data analysis uses statistical analysis with Spearman Rho.

Table 4. Correlation Test Results

Variabel	N	Sig	Spearman Rho
<i>Peer Attachment_</i>	41	0,250	0,184
<i>Self-regulaed Learning</i>			

Source: SPSS 25. *For Windows*

Based on the table of analysis of Spearman Rho correlation data shows that the value of Rho 0.184 with $p = 0.250$ in sig. (2-tailed) greater than 0.05 ($p > 0.05$). Based on the table above it can be concluded that there is no significant relationship between peer attachment and self-regulated learning when performing academic tasks in students.

This study was conducted to test whether there is a relationship between peer attachment and self-regulated learning in university students X. Based on exposure to the results of research and the results of analysis using spearman rho correlation, it can be concluded that there is no relationship between peer attachment and self-regulated learning in students of Psychology University X ($p = 0.250$, $p > 0.005$). In addition to peer attachment there are several factors that affect self-regulated learning. Individual factors include knowledge, goals to be achieved, metacognition abilities and self-efficacy. Behavioral factors include behavior self-reaction, personal self-reaction and environment self-reaction. While in environmental factors can be in the form of physical environment and social environment, both family environment, learning environment, social environment and so forth [11]. As different places and cultures are also very influential, culture is a view of life that is recognized together by a community group that includes ways of thinking, behavior, attitudes, values reflected both in physical and abstract form, such as cultures that will be passed down by a generasu to the next generation. Culture is the whole system of ideas and feelings, actions, and works produced by man in the life of society that are his own by learning. In addition, other research on personality relationships) states that 1) The dimensions of neuroticism personality do not play a role in self-regulated learning. 2) The personality dimension of agreeableness plays no role in self-regulated learning. 3) The personality dimension of extraversion does not play a role in selfregulated learning. 4) The personality dimension of openness plays a role in self-regulated learning. 5) The personality dimension of conscientiousness plays a role in self regulated learning [23]. Another study found that the correlation between self-efficacy and self-regulated learning means that self-efficacy variables have a strong relationship with self-regulated learning [24]. Another study conducted by Shaliha and Sawitri stated that there is a significant relationship between self-reliance and self-regulated learning and in his research Mirzaei also stated that metacognition plays an important role for learners, efforts to achieve learning targets will be stronger in helping students get

higher IP if helped by metacognitive [10]. While metacognition is strongly influenced by culture, cross-cultural research clearly states that cultural factors influence development. Agarwal's research determined that culture and belief systems mentally influenced Indian society. Carrol reports that speakers differ in the way they conceptualize and structure information to express, Witkins stating Nepalese, Swedish and British students have differences in learning concepts. Ching and Noi get Singaporean students tend to study by abstract conceptualization and selective observation, whereas American students tend to be based on concrete experiences and conduct experiments[10].

4. COCLUSIONS

Based on data from the results of research conducted by researchers related to the relationship between peer attachment and self-regulated learning got a value of $p = 0.250$ in sig. (2-tailed) greater than 0.05 ($p > 0.05$). The hypothesis of this study was rejected. The results of categorization of Peer Attachment Scale and Self-regulated Learning Scale are in the moderate category. Other factors that affect self-regulated learning are cognition, behavior, environment and culture.

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