TRAINING EFFECTIVENESS OF SELF-EFFICACY AS AN 
EFFORT TO IMPROVE THE SELF-REGULATED 
LEARNING

Luthfiatus Zuhroh, Dr. Suroso, M. S., Psikolog, and Dra. Dwi Sarwindah S, M.S., Psikolog

1 Postgraduate of Professional Psychology University of 17 Agustus 1945 Surabaya
2 Lecturer at the Faculty of psychology University of 17 Agustus 1945 Surabaya

Correspondence email: Upick1990@gmail.com

Abstract: The study aims to prove whether self-efficacy training can improve self-regulated learning. This study looks at two variables, self-efficacy and self-regulated learning. Individual self-efficacy is the belief in his ability to control the behavior and demands of the environment so as to obtain results in line with expectations based on the level, strength and generality. Self-regulated learning is an attempt by individuals to organize them in a study involving metacognition abilities, motivation and behavior. As many as 46 research subjects were divided into two experimental groups was 23 people and the control group was 23 people. Based on the analysis Wilcoxon signed-rank. Showed mean difference 52.96, Asymp sig (2-tailed) = 0.000 (p <0.05), which means there is an increased ability to self-regulated learning students are given training after self-efficacy. Kolmogorov-Smirnov test showed the mean difference 64.65 with Asymp-sig (2-tailed) = 0.02 (p <0.05) means that students in the experimental group had a self-regulated learning level higher than students in the control group. The results showed a significant relationship between self-efficacy and self-regulated learning with a correlation value of 0.708 and significance (2-tailed) 0.015 (p <0.05).

Keyword: self-efficacy, self-regulated learning

I. Introduction

In this age of globalization of education is an important element in supporting life. Law of the Republic of Indonesia No.20 of 2003 on the national education system, chapter 1 explains that: “Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character and skills needed him, society, nation and country. Most parents will provide the best for their children, to achieve the goal of education. One alternative education choice to parents, offered to school children in the hostel (boarding school) who are in boarding school environment.

The types of boarding schools that developed in the community there are two types; namely: 1) salaf pesantren (traditional boarding) according Zamakhsyari lender (2001) is a boarding institution that maintains the teaching of classical Islamic books (Salaf) as the core of education. Madrasah system set out only to facilitate sorogon system, used in institutions recitals old form, without introducing the teaching of general knowledge. 2) Boarding khalaf/modern cottage is a boarding institution that includes general studies in the madrasa curriculum developed, or pesantren which organizes types of public schools: elementary, junior high, high school, vocational even the PT in its environment (Rochidin.2004).

Many of the parents prefer their children to enter the modern boarding school or a boarding school with the aim of their children were able to get a general knowledge and religion well. Modern cottage implementing three systems of education, namely formal education, diniyah (school to learn the science of religion) and al-Quran. Daily caretaker cottage has set up a schedule of activities students from waking to sleep again at night.

Pupils are required to get up before dawn for the Morning Prayer followed Tahajjud and muhadastah (learning Arabic language support in the group). Formal education is done in the morning until noon, noon until the afternoon, students will learn about religions such as: jurisprudence, morality, etc. In the evening they will learn the Quran and before bed time they will be given time to learn.

Modern Pupils have a heavier load which, in six months they will be facing a test of formal education, religion and the al-Quran. The schedule is created aimed at simplifying the process of learning, therefore students should be able to utilize or optimize the schedule arranged.

Each class has always held a formal remedial action in various subjects. Surely it is a problem because students must learn twice and earned value that is not optimal. To overcome the problems that have been disclosed above, would require a good self-regulation or self-regulation on the study at boarding school students.
Optimal learning results can be achieved either with the ability of students to organize themselves in activities. Santri need to have the ability to organize itself in a state boarding school.

Per cent of students in learning how to regulate or manage activities actively, independently and responsibly considered an important aspect that determines the learning outcomes.

Self-regulation applied in the learning process known as self-regulated learning. According to Zimmerman (1989), self-regulated learning can be described through the level and degree of activeness in participating includes the met cognitively, motivation and behavior in the learning process.

Winne (in Santrock, 2007) stating the characteristics of students who have self-regulation in the learning of which aim at expanding knowledge and maintain motivation, aware of their emotional state and have a strategy to manage his emotions, on a periodic basis to monitor progress towards the goals, adjust and repair strategies based on progress they create, evaluate obstacles that arise and require adaptation necessary.

Previous research has been carried out by Pintrich and De Groot (Pintrich & de Groot, 1990), found that students who have a good self-regulated learning that uses intrinsic motivation and self-efficacy were great. One of the factors that affect the self-regulated learning by Zimmerman & Schuk (2001) and Pintrich & Schunk (2002) is self-efficacy.

Self-efficacy is one of the most important internal factors that affect a person's academic achievement. According to Bandura (1986), self-efficacy is the assessment of a person's ability to codify the actions required in completing specific tasks at hand.

Self-efficacy is not an absolute innate factor. Self-efficacy can be changed, molded, increased or decreased based on sources of self-efficacy, i.e. mastery experience, vicarious experience, verbal persuasion, emotional and physiological state (Alwisol, 2006).

Four important sources given in the training of self-efficacy (Bandura, 1997) the first (a) mastery experience, an experience to solve the problem is the most important source of influence self-efficacy, because mastery experience provides the most accurate evidence of what actions are being taken to success or success. (b) Vicarious experience, the experience of others is a substitute experience provided to the social model, through this model of individual self-efficacy solid increase, particularly if individuals feel they have the ability to match or even feel better than those who form the subject learning. (c) Verbal persuasion, have a strong influence on the improvement of individual self-efficacy and exhibit behaviors that are used effectively. A person who is subjected to verbal persuasion that he has the ability to complete a task that has been given, then that person will drive greater effort and will continue the completion of the task. (d) The physical and emotional state, assessment of one's self-efficacy is influenced by mood; a positive mood will improve self-efficacy whereas a bad mood will weaken self-efficacy.

Reduce anxiety, and stress the individual links will reverse the trend of negative emotions with one interpretation of the physical conditions himself so that eventually will affect the efficacy of positive self against self.

Based on the description above, researchers compiled a combination of four sources of self-efficacy (mastery experience, vicarious experience, verbal persuasion, emotional and physiological state) in a form of training, namely in the hope of self-efficacy training can shape and improve the self-regulated learning in students.

II. Theory Overview
2.1.1 Self-Regulated Learning

Pintrich (in Yukselturk, Erman & Safire Bulut, 2009) defines self-regulated learning as (a) trying hard to control the behavior, motivation and Affect, and their cognition, (b) strive to achieve certain goals, (c) the individual must control actions. Wolter (1998) directs that the self-regulated learning is the ability to effectively manage their own learning experiences in a variety of ways, so as to achieve optimal learning results.

According to Combs and Marzano (in Woolfolk, 2004) students who have learning settings have the combination of academic study skills and self-control which makes learning easier. Santrock (2009) says that self-regulated learning consists of self-generating and self-monitoring on the thoughts, feelings and behaviors in order to achieve a goal. These targets may include academic goals or targets socioemotional.

Exposure above definition is in line with the definition of Zimmerman (1989), which explained the general self-regulated learning in individuals buffer illustrated by the level or degree of covering the activity participate either in metacognition, motivational, and behavioral effects in the learning process. Will automatically start and attempt to directly acquire the desired knowledge and skills, rather than relying on teachers, parents or others.
Based on the opinion of several experts in the above, it can be concluded that the self-regulated learning is an active and independent businesses to monitor, manage and mengontol cognition, motivation, and behavior, which are oriented or goal-directed learning.

### 2.1.2 Aspects of Self-Regulated Learning

According to Zimmerman (1989) self-regulated learning consists of arrangements of three common aspects of academic learning, ie cognition, motivation and behavior. Appropriate aspects of the above, further Wolters et al (2003) become clear in detail the implementation of the strategy in every aspect of self-regulated learning as follows:

a. Strategies to control or regulate cognitive covers a variety of cognitive and metacognitive activity that requires individuals involved to adapt and change cognition. Rehearsal strategy, elaboration, organization and general metacognitive self-regulated learning can be used to control individual cognition and learning.

1) Strategy repeater (rehearsal) including the effort to remember the material by repeating continuously
2) Strategy elaboration (elaboration) reflects the "deep learning" to use their own words to summarize the material.
3) Strategy organization (organization) including "deep process" through the use of tactics performance noted, illustrates a diagram or a part of organizing the subject matter.
4) Regulate metacognitive strategies (metacognitive regulated) involves planning monitoring and regulating learning strategies, such as specifying that the task at hand is progressing.

b. Strategies to regulate motivation involves activists who are full of interest in starting, set or adding a willingness to start, preparing for the next task, or completing certain activities or to the purpose. Regulation motivation is all thought, action or behavior which students seek to influence the choice, effort and perseverance to his academic duties.

Regulation includes self-cons equating motivation, preparation of environmental (environment structuring), mastery self-talk performance or extrinsic self-talk, self-talk situational abilities relative interest Enchantment and personal interest.

1) Self-cons equating is to determine and provide intrinsic consequences to be consistent in learning activities. Students use verbal reward and punishment as a form of consequence.
2) Preparation of environmental strategy (environment structuring) indicates students try to concentrate fully to reduce nuisance around the place to learn and regulate physical and mental readiness to complete academic tasks.
3) Mastery of self-talk is to think about mastery oriented goals such as curiosity satisfy especially, become more competent or increase feelings of autonomy.
4) Performance or extrinsic self-talk is when students are exposed to conditions to finish the learning process, students will think to obtain higher achievements or try your best in class as a way to convince yourself to continue learning.
5) The relative ability of cells-talk when students think about a special performance to achieve the learning objectives, the strategy can be realized by doing business better than anyone else in order to keep plugging away.
6) The strategy for improving relevant (interest enhancement strategies) describe the student activity tempered when trying to increase intrinsic motivation in doing the task through one situation or personal interests.
7) Personal interest involves attempts to develop students' connectedness of life or personal interests owned.

c. Strategies to regulate the behavior of an individual effort to control his own behavior appeared. Regulation of behavior includes regulatory effort (effort regulation) time and environment (time/study environment) are the students set up time by making study schedules to facilitate the learning process, and search assistance (help-seeking) is trying to get help from peers teachers and adults.

### 2.1.3 Self Efficacy

Bandura defines self-efficacy (self-efficacy) (1997) as one's belief in its capacity to organize and carry out a series of actions required achieving the desired aim.

Alwisol (2006) found that self-efficacy as the perception of oneself as to how good the self may function in certain situations, self-efficacy associated with the belief that the self has the ability to perform the desired action.

Self-efficacy is considered a person of his ability to organize and display the actions needed to achieve the desired goal, regardless of the type of skills and expertise but more to do with beliefs about what can be done armed with skills and expertise.
Self-efficacy is a subjective picture of the ability of self that is fragmentary, that every individual has self-efficacy is different in different situations. That is, individuals assess the ability, potential and the trend combined with the demands of her environment, because it does not reflect the self-efficacy significantly the ability of the individual concerned (Bandura, 1997).

Self-efficacy differs from aspiration (aspiration), because the ideals ideal describe something that should be achieved, being self-efficacy describe self-assessment capabilities. Self-efficacy is more important than the actual capabilities for self-assessment results will influence the way of thinking, emotional reaction and behavior of individuals.

This study is said to be the ability of being able to improve self-regulated learning. The researchers concluded that self-efficacy is the belief in one's ability to organize and carry out a series of actions that are needed so that eventually can form a relevant behavior and get results as expected.

Corsini (1994) also stated that self-efficacy is an individual's belief in his ability to control the behavior and the demands of the environment so as to obtain the results as expected. Self-efficacy relates to a person's belief that he can use self-control, motivation, cognitive, affective and social environment. Self-efficacy affects the feelings, thoughts, and actions in order to achieve the desired objectives.

Based on the description of several of the above figures, the understanding of the training of self-efficacy in this study is an educational process of short-term use systematic and organized procedure, to help people dig confidence in his ability to organize and carry out a series of actions that can ultimately form a behavior that is relevant gain the expected results.

2.1.4 Dimensions of Self Efficacy

Bandura (Corsini, 1994) explains that self-efficacy is composed of several dimensions, namely:

a) **Level**
   A person's ability to complete the tasks of different difficulty levels. Individuals with high self-efficacy will have a high confidence about the ability to perform a task of controlling sexual urges to varying degrees, on the contrary people who have low self-efficacy will have a low confidence is also about the ability to control sexual impulses.

   Self-efficacy can be demonstrated by the level imposed on the individual, which in turn are challenges with different levels in order to success. An individual would try behavior were deemed capable of doing and will avoid the behavior that is felt beyond the limits of felt.

   Capabilities can be seen in the form of intelligence, effort, precision, productivity and how to overcome challenges. The results of the comparison between the challenges that arise when individuals achieve performance with the capabilities of the individual will vary depending on the activities undertaken.

b) **Generality**
   Breadth extensive coverage areas of behavior in which the individual feels confident about his ability. Individuals are able to assess his confidence in completing the task of controlling the sexual urge in many fields or in a particular field. The ability of individual work areas and specific context reveals a general description of the individual self-efficacy.

   Generalization may vary in some form different dimensions, including the degree of similarity of activities and modalities in which the expressed capabilities which include behavioral, cognitive and affective.

c) **Strength**
   Individuals have a strong belief and persistence in trying to be achieved despite the difficulties and obstacles. With self-efficacy, the power to larger businesses able to obtain. The stronger the feelings of self-efficacy and the greater persistence, the higher the possibility of selected activities and to do be successful.

   Based on the above, it can be concluded that self-efficacy is composed of three dimensions: the level (degree of difficulty), generality, strength (resistance). In this study, three-dimensional will be used as reference in making self-efficacy scale.
III. Method

3.1.1 Hypothesis

The hypothesis is that the validity of provisional estimates needs to be tested or proven further. Based on the formulation of problems in the proposed research and the theoretical basis that is used can be determined hypothesis in this study are:

a. There are differences in self-regulated learning in the experimental group before and after training self-efficacy. The level of self-regulated learning in the experimental group after the training given higher than before given the training self-efficacy.

b. There are differences in self-regulated learning who received training self-efficacy (experimental group) with students who did not receive training self-efficacy (the control group). The level of self-regulated learning in the experimental group after the training given higher compared with the control group.

3.1.2 Experimental Research Design

The purpose of this study to determine training effectiveness self-efficacy as an effort to improve the self-regulated learning.

a. Depending Variable: Self Efficacy

b. Variables: Self-Regulated Learning

Experimental design used in this study is a randomized pretest-posttest control group design. Randomized pretest-posttest control group design an experimental design that divides the subject into an experimental group and a control group. Tests were performed before (pre-test) and after administration of the treatment (post-test) to the second group of subjects. Tests given in the pre-test and post-test is the same test (Seniati, 2005); (Latipun, 2002).

The study design was as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre</th>
<th>Treatment</th>
<th>Post-Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiments</td>
<td>O1</td>
<td>X</td>
<td>O2</td>
</tr>
<tr>
<td>Control</td>
<td>O1</td>
<td>P</td>
<td>O2</td>
</tr>
</tbody>
</table>

Information:
O1 : measurements before being treated
O2 : measurement after being treated
X : training

IV. Result

This study aims to test training effectiveness self-efficacy as an effort to improve the self-regulated learning in students Nurul Hayat Surabaya. The first hypothesis testing to determine differences in scores on self-regulated learning in the experimental group before and after training self-efficacy. The ability of self-regulated learning in the experimental group was higher after the training given.

Results of analysis using Statistical Package for Social Sciences (SPSS) Version 16.0, the results of the analysis of scores on self-regulated learning experimental group before and after training self-efficacy showed mean difference of 52.96 with a value Asymp-sig (2-tailed) (0.000) < (0.05). These results indicate there is a very significant difference between the level of self-regulated learning of students before and after treatment in the form of self-efficacy training.

There are significant differences between the scores on self-regulated learning experimental group and the control group. Directions difference indicated mean and distribution of scores, the mean difference 64.65 with Asymp value-sig (2-tailed) (0.02) <(0.05). Shows that students who attend training self-efficacy have self-regulated learning level are higher than the students who did not attend training self-efficacy. This means that there is increases in self-regulated learning students are given training after self-efficacy.

Differences in average scores of pre-test and post-test in the experimental group with a value of 52.96 Asymp-sig (2-tailed) (0.000) <(0.05).

These results indicate there is a very significant difference between the level of self-regulated learning of students before and after treatment in the form of self-efficacy training.

The analysis is consistent with studies of Pintrich and De Groot (1990) which says that self-efficacy has a large contribution to the students who have self-regulated learning is good, because self-efficacy is one of the internal factors that influence the behavior of students in learning.
factors are most important in influencing academic achievement a person, with the difference in average score and the probability values in the experimental group after being given training self-efficacy showed that the results of data analysis according to the first hypothesis in the study using the Wilcoxon test.

Testing the second hypothesis was tested using two independent tests Kolmogorov-Smirnov. The results of the analysis of self-regulated learning pre-test scores showed no differences between the experimental group and the control group.

It demonstrates the value of self-regulated learning probability greater than real level Asymp Sig (2-tailed) (0.414) > (0.05), it can be concluded that the ability of self-regulated learning all the research subjects are in relatively similar conditions.

Independent test results of the Kolmogorov-Smirnov two post-test scores showed an increase in scores on self-regulated learning in the experimental group compared with the control group. Ie the difference indicated by the mean value of 64.65 with Asymp-sig (2-tailed) (0.02) <(0.05).

This means that students who attend training self-efficacy has self-regulated learning level is higher than the students who did not attend training self-efficacy (the control group). The results of this study, in accordance with our hypotheses, i.e. self-efficacy training is able to increase the ability of self-regulated learning in the experimental group.

Training of self-efficacy has been given contain a wide range of knowledge, skills and information needed by individuals to enhance the ability of self-regulated learning.

Self-efficacy training consists of five sessions, namely: know your self, problem solving, modeling, mood, and prejudice and affirmation. Each material to the sessions given had a goal each.

Based on discussions conducted after the training of self-efficacy are known from the testimony of the research subjects, that they have the information, views and new techniques to solve the problems in learning.

Training is given on the subject of experiments provide awareness and information that as individuals, they have the power and power over him to be able to organize themselves in learning so that the objective of learning achieved.

Each session in self-efficacy training aims to develop the skills and capabilities that exist in it so as to increase their self-efficacy on the capabilities over the years. Someone who has a high self-efficacy will regulate existing problems and then take action to address these problems (Bandura, 1997).

The higher the efficacy of the individual, the more people believe in their ability to succeed in a task and will strive to meet the challenges that exist. Conversely, individuals with low self-efficacy tend to reduce their business or give up altogether.

Zimmerman et al observed that self-efficacy for self-regulated learning is positively associated with self-efficacy (in Joo, 2000), where a person who has high self-efficacy will have a high self-regulated learning anyway. This is also illustrated in this study, the results of the analysis of the correlation coefficient of self-efficacy with self-regulated learning is 0708 with a significance (2-tailed) of 0.015 <0.05. This means that there is a significant relationship between self-efficacy with self-regulated learning.

Perception of control behavior, subjective norm coupled with attitudes toward a behavior, all three will interact in the form of a business actively and independently with how to monitor, regulate and control their cognition, motivation and behavior in overcoming problems of learning, where active efforts are directed at learning goals.

Results of a scale that has been filled by the subject of the experimental group showed some increase self-efficacy scores and scores on self-regulated learning after getting treatment.

There were changes in the mean score of 64.52 as self-efficacy and self-regulated learning score of 52.96 in the experimental group. This indicates that the training provided has changed the perception of the subject against him and affects his active efforts in regulating cognitive, motives and behavior in learning.

V. Conclusions

Self-efficacy is the belief in his ability to control individual behavior and environmental demands so as to obtain results in line with expectations based on the level, strength and generality. Self-regulated learning is an attempt by individuals to organize them in a study involving metacognition abilities, motivation and behavior.

Results of analysis using Statistical Package for Social Sciences (SPSS) Version 16.0, the results of the analysis of scores on self-regulated learning experimental group before and after training self-efficacy showed mean difference of 52.96 with a value Asymp-sig (2-tailed) (0.000) < (0.05). These results indicate there is a very significant
Training Effectiveness of Self-Efficacy as an Effort to Improve the Self-Regulated Learning

difference between the level of self-regulated learning of students before and after treatment in the form of self-efficacy training.

There are significant differences between the scores on self-regulated learning experimental group and the control group. Directions difference indicated mean and distribution of scores, the mean difference 64.65 with Asymp value-sig (2-tailed) (0.02) <(0.05). Shows that students who attend training self-efficacy have self-regulated learning level are higher than the students who did not attend training self-efficacy. This means that there is increases in self-regulated learning students are given training after self-efficacy.

References


Cloninger, S. Theories of Personality Understanding Persons, 5th edition. Ney


