The relationship between peer social support and self-regulated learning in Samarinda Ulu state junior high school students

Lukman Ansari Nahruddin [1,*], Kumaidi [1] and Yudhi Satria Restu Artosandi [1]

[1] Muhammadiyah University of East Kalimantan, Samarinda, Indonesia
*Email addresses of the corresponding author : lukmanansarinahruddin@gmail.com

Abstract

Purpose: The capacity for self-regulated learning (SRL) assumes a pivotal role among state junior high school students (SMPN), necessitating autonomy in learning endeavors due to the evolving nature of educational processes. Social contextual factors, especially peer social support (PSS), exert significant influence on the manifestation of self-regulated learning. This study aims to elucidate the association between peer social support and self-regulated learning among students of state junior high schools in Samarinda Ulu.

Method: Employing quantitative correlational research methodology. Random sampling techniques were employed, with sample sizes adjusted to ensure representation across schools, resulting in a cohort of 347 participants from seven state junior high schools within the Samarinda Ulu sub-district. Research instruments included the Peer Support Questionnaire scale and measures of self-regulated learning. Statistical analysis, using the Pearson Product Moment test aided by the Jamovi application.

Result: Revealed a significant correlation with a p-value of $0.001 < 0.05$ and a correlation coefficient of $r = 0.399$, This shows that the hypothesis in this study is proven, showing that there is a relationship between PSS and SRL. This value shows a positive number, which means there is a positive but relatively low relationship between the SRL variable and the PSS variable. The meaning can be interpreted as if the higher the PSS, the SRL possessed by students will also be classified as high. Then conversely, if the PSS level obtained is lower, then the SRL possessed by students will also be classified as low.

Conclusion: Based on the results of the Pearson product moment correlation test, ap value of $0.001 < 0.05$ and an r value $= 0.399$ was obtained, which means that the working hypothesis (Ha) in this study was accepted, namely that there is a significant relationship between peer social support and self-regulated learning, the nature of the correlation is positive, which means that an increase in the score on the peer support variable will cause an increase in the SLR score. However, the magnitude of the correlation is relatively low, where the variance in peer social support that can explain the SLR variance is 15.92%.

Keywords: peer social support; self-regulated learning; students

INTRODUCTION

The search for knowledge through study and academic activities is the responsibility of every student which applies to all levels of education from elementary school to college (Wati & Trihantoyo, 2020). In line with Law (UU) Number 20 of 2003 concerning the national education system (Ansori, 2020), the student learning process is an important stage in a student's development. By studying, students can improve their problem-solving skills, think critically, and

learn independently when completing their assignments. Students are also expected to become independent individuals and be able to handle or manage learning independently or what is called self-regulated learning (SRL) (Dewi et al., 2021; Tohir, 2020; Aulia & Asbari, 2024; Wijaya et al., 2021).

Self-regulated learning (SRL) is an important skill for a student to be able to accommodate the student to achieve higher academic achievements such as learning strategies, self-encouragement, and self-created learning motivation so that they can regulate their learning independently (Zimmerman, 1990; Pintrich, 1995; Faruq & Daliman, 2021). In line with the perception Schunk & Zimmerman, (1998) stated that students with good self-regulated learning (SRL) abilities will also tend to have high self-motivation, a sense of responsibility for their own learning, and better abilities in overcoming learning difficulties. The same thing was also expressed by (Newman, 2002; Won et al., 2021) who stated the importance of the process in students and completing their tasks independently and active behavior in seeking help by realizing the need for that help and the need for action from within to make it happen.

However, if a student has a low level of SRL, this can hurt the student's academic development and well-being (Kristiyani, 2020). In line with the opinion, Pintrich & De Groot, (1990) students with low levels of SRL tend to have low motivation, are less able to manage time and organize tasks, and experience difficulties with the subject matter. This can result in decreased academic performance, low exam results, and reduced student self-confidence. Conversely, if self-regulated learning is high, students can experience positive impacts. In line with the opinion (Ulum, 2016; Oktariani et al., 2020) stated that if students have self-regulated learning (SRL) which is classified as large or high then students also tend to have greater and higher academic achievements, have strong motivation, and have high self-confidence in facing learning tasks.One factor that can also play an important role for students in facing this pressure is social support from peers (PSS) which can play an important role in students' self-regulated learning (Wistarini & Marheni, 2019; Perry et al., 2018). Harris & Meltzer, (2015) stated that social support from peers can help students develop effective self-regulated learning strategies. This opinion was then reinforced by Hastuti & Yoenanto, (2019) who found the same thing. Some studies prove that the greater or higher the level of social support received from peers, the more self-regulated learning (SRL) that students receive (Rachmaningtyas & Khoirunnisa, 2022). In line with (Lubis, 2016; Aziz, 2016; Lubis et al., 2015; Dewi & Arjanggi, 2020) who also said that if students' self-regulated learning (SRL) is high, students will be able to regulate their learning patterns. Furthermore (Merisa et al., 2019; Hafzan et al., 2015), he said that strong social support will influence self-regulated learning (SRL) in students.

However, research on self-regulated learning (SRL) among students at state junior high schools (SMPN) in Samarinda is still limited, This research has a novelty that differentiates it from previous research on SRL, where previous research focused on only 1 school (Alfina, 2014; Anggreani, 2018; Latipah et al., 2021; Nawangwulan, 2019). This research specifically focuses on 7 SMPN in Samarinda Ulu District. A prevalent phenomenon among students of SMPN Samarinda Ulu is the excessive time spent on entertainment activities rather than schoolwork. This is evident in their tendency to stay up late, spend hours watching online videos on social media platforms like TikTok, Instagram, and YouTube, and indulge in online gaming, leaving them with no time for independent learning. Suppose students cannot manage their learning independently, often wasting time on unproductive activities, squandering time, neglecting

assignments, and producing subpar work. In that case, this will be detrimental to their academic development, potentially leading to a decline in their ability to self-regulate their learning or hindering their academic progress and well-being in achieving success. Therefore, it will be important to carry out this research because carrying out this research is expected to contribute to a wider understanding of the importance of self-regulated learning (SRL) skills when achieving higher levels of academic achievement. By understanding the parts that are responsible for influencing students' self-regulated learning (SRL), this research can help develop effective strategies and interventions to improve student's learning management skills or levels of self-regulated learning (SRL), and this research also can contribute insight into the negative impacts that may occur if students have low levels of self-regulated learning (SRL), so that it serves as a strong basis for implementing existing educational programs and focusing on developing self-regulated learning (SRL) skills. Thus, this research has high relevance in the educational context and can contribute significantly to advancing student academic achievement and welfare.

METHOD

This research is quantitative research with correlational analysis. Quantitative research is used to measure and analyze the relationship of two or more variables objectively using numbers and statistics. The (Waruwu, 2023; Machali, 2021) data analysis technique in this research is using the Pearson product moment test. The population of this research includes all students in class VIII of State Junior High Schools in Samarinda Ulu, that is 1,791 students based on observations and interviews which are adjusted to the Basic Education Data or (Dapodik) from the Ministry of Education for the 2023/2024 academic year. From the entire population, the research sample was 347 subjects using the Slovin formula. Samples were taken using a simple random sampling technique with an overall percentage of 100% representing each school.
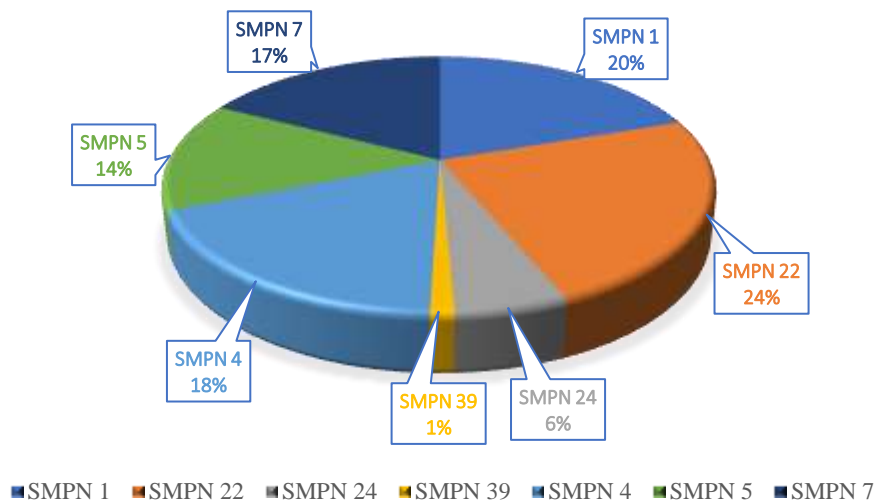

Figure 1. Sample percentage.

Based on the percentages in Figure 1, that is (20%) from SMPN 1 Samarinda, (24%) from SMPN 22 Samarinda, (6%) from SMPN 24 Samarinda, (1%) from SMPN 39 Samarinda, (18%) from SMPN 4 Samarinda, (14%) from SMPN 5 Samarinda, (17%) from SMPN 7 Samarinda. The subject criteria in this research were students in class VIII at Samarinda Ulu State Junior High School. Based on the percentage, SMPN 22 Samarinda obtained more samples, that is 24%, because the population was the largest. On the other hand, SMPN 39 obtained fewer samples, that is 1%.

The method for collecting data used in this research is collecting quantitative data using a scale containing statements that include several alternative answers. The scale is given directly to the subject via the Google Form provided, the subject is asked to respond to a statement indicating the level of PSS and SRL. To measure the SRL variable, researchers used a scale (Faruq et al., 2021). Meanwhile, to measure the PSS variable, researchers adapted the Peer Support Questionnaire scale Alaei & Hosseinnezhad, (2020) totaling 22 items which were then revalidated through expert judgment by experts in the field of psychometrics and psychology with the results of the content validity item (CVI) obtained being 0.67 to 1.00 and the reliability test results having a Cronbach alpha value of 0.891. and then scored using a Likert scale of 1 meaning (Strongly Disagree) to 4 meaning (Strongly Agree). After that, to take samples in this research, the researcher used a simple random sampling technique which was chosen randomly using numbers that would be drawn by the researcher and the numbers would be adjusted according to the number of students in each school.

After the researcher collects the data, the researcher then carries out prerequisite data analysis tests, before testing the hypothesis, a normality test will first be carried out to understand whether the resulting data is normally distributed or not (Machali, 2021). This data normality test was carried out using the Normality Test (Shaporo-Wilk) with a significance level of 0.05 or 5%. The data tested can be said to be normally distributed if the data has a significance level of ≥ 0.05. On the other hand, data is considered not normally distributed if the data has a significance level of ≤ 0.05 (Machali, 2021). Then, to test if the data is said to be linear, a linearity test is carried out. This test functions to find out whether or not there is a relationship between the two variables being tested. A linear relationship will show that the groups in the sample data lie in straight lines. If the two variables being tested have a linear relationship, the dependent variable will appear to experience a linear increase or decrease following the independent variable (Machali, 2021). The linearity test was carried out using Linear Regression via the JAMOVI program.

Next, to test the hypothesis of the research, it was carried out using Pearson product moment analysis. Hypothesis testing is carried out to determine the status of the hypothesis in the proposed research, that is whether the hypothesis is accepted or whether the hypothesis is rejected (Machali, 2021). In this research, the hypothesis proposed is that there is a significant relationship or correlation between peer social support (PSS) and self-regulated learning (SRL) in Samarinda Ulu State Junior High School students. The hypothesis can be accepted if it has a significance value at the Pearson product moment ≤ 0.05 (Machali, 2021).

RESULTS

Data collection was carried out on January 24 2024 to February 2 2024 by spreading the research scale to 347 class VIII students at the Samarinda Ulu State Junior High School. The data collection process is carried out directly in the classroom according to a predetermined schedule. Examining the descriptive statistics for the two research variables can be used to understand the levels of PSS and SRL among the research sample. The mean and standard deviation values can provide an overview of the distribution of scores, while the minimum and maximum values indicate the range of scores observed. This descriptive statistical analysis is an initial step in understanding the research data. It can be seen in **Table 1**.

Table 1
Descriptive Statistics Results

Variable	N	Mean	Elementary school	Minimum	Maximum
PSS	347	67.1	8.00	44	88
SRL	347	195.1	23.37	130	262

Based on Table 1, 22 items were used to measure the PSS variable on this scale, the lowest score was 44 and the highest score was 88. Meanwhile, for the measurement of the SRL variable, the scale used was 68 items, and then the lowest score was obtained. worth 130 and the highest score is 262. If you look at the average score between the different variables it is worth 128, of which for the SRL variable the mean is higher, that is 195.1, and for the PSS variable the mean is lower, that is 67.1. The standard deviation value of the PSS variable is 8.00, while the SRL variable is 23.37, meaning that the distribution of data on the SRL variable is said to be more diverse than the distribution of data on the PSS variable.

To find out the categorization of the PSS variables by class VIII students at SMP Negeri Samarinda Ulu, you can look at the comparison between the hypothetical mean and the empirical mean of the data scores obtained. It can be seen in **Table 2**.

Table 2
Categorization of Student Scores on the Peer Social Support Scale

Score interval	Categorization	Empirical Average	Hypothetical Mean	Frequency	Percentage
$75 \leq X < 88$	Very High			47	14%
$62 \leq X < 75$	Tall	67.1		221	64%
$48 \leq X < 62$	Currently		55	75	22%
$35 \leq X < 48$	Low			4	0%
$22 \leq X < 35$	Very low			0	0%
Total				347	100%

Based on Table 2, the score shown on the peer social support scale (PSS) is known to be an empirical average (mean) of 67.1 with a frequency of 221 or 64%, which indicates that the mean is in the high category, while the hypothetical mean is in the high category. in the moderate category, that is 55 with a frequency of 75 or 22%.

To find out the categorization of the SRL variables by class VIII students at SMP Negeri Samarinda Ulu, you can look at the comparison between the hypothetical mean and the empirical mean of the data scores obtained. It can be seen in **Table 3**.

Table 3
Categorization of Student Scores on the Self-Regulated Learning Scale

Score Interval	Categorization	Empirical Average	Hypothetical Mean	Frequency	Percentage
$231 \leq X < 272$	Very High			27	8%
$190 \leq X < 231$	Tall	195.1		169	49%
$150 \leq X < 190$	Currently		170	143	41%
$109 \leq X < 150$	Low			8	2%
$68 \leq X < 109$	Very low			0	0%
Total				347	100%

Based on Table 3, the self-regulated learning score is known to have an empirical average mean of 195.1 with a frequency of 169 or 49%, which indicates that the mean is in the high category, while the hypothetical mean is in the medium category, that is 170 with a frequency of 143 or 41%. To determine whether the research data is normally distributed, the Shapiro-Wilk normality test was conducted for two variables: PSS and SRL. The Shapiro-Wilk test is a statistical procedure used to assess whether a sample of data is drawn from a population that follows a normal distribution (Stephens, 1974; Razali & Wah, 2011). It can be seen in **Table 4**.

Table 4
Normality Test Results (Shapiro-Wilk)

Variable	Ststistics	p
Shapiro-Wilk	0.992	0.079

Based on Table 4, a significance value of 0.079 is obtained. Research data is normally distributed if the data has a significance level greater than 0.05 ($p>0.05$). It is shown that the Sig value obtained is 0.079>0.05, meaning that the data for this research variable is said to be normally distributed.

A relationship is considered linear if the data points on a scatter plot form a straight-line pattern. The straight line on the scatter plot represents the linear regression model of the data being analyzed. To determine whether the data is linear, It can be seen in **Figure 2**.
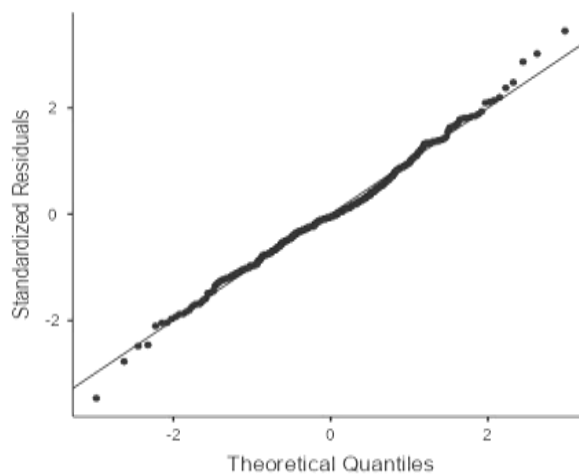

Figure 2. Linear regression test results.

Based on Figure 2, it is obtained that the data group is on a straight line, so it can be said that there is a relatively linear relationship between the SRL and PSS variables. then, the researcher tested the hypothesis using the Pearson product moment formula. Hypothesis testing is carried out to determine the status of the hypothesis in the proposed research, and whether there is a relationship or not between the two variables. To see the criteria for the correlation test based on the criteria for the significance of the values obtained. If the p value>0.05 then H0 in this study is accepted then Ha is rejected. Conversely, if the p-value <0.05 then Ha in this study is accepted and H0 in this study is rejected.

Therefore, a correlation test was conducted using Pearson Product Moment (Correlation Matrix). This was done to determine the correlation coefficient between the two variables, PSS and SRL. The results are presented in **Table 5**.

Table 5
Pearson Product Moment Test Results (Correlation Matrix)

		PSS	SRL
PSS	Pearson's r	—	
	p-value	—	
	N	—	
SRL	Pearson's r	0.399 ***	—
	p-value	< .001	—
	N	347	—

Note. * p < .05, ** p < .01, *** p < .001

Based on Table 5, the correlation test with an r value of 0.399 means that the correlation is said to be positive but is classified as low level and the p-value is <0.001 which means that there is a very significant positive correlation between the two variables. To see high or low correlation based on correlation coefficient categorization guidelines put forward by Kumaidi & Manfaat, (2013) It can be seen in **Table 6**.

Table 6
Correlation Coefficient Guidelines

Large Correlation Coefficient		Interpretation	
		Positive	Negative
0.90 – 1.00	(-0.90 – 1.00)	Very high	Very high
0.70 – 0.90	(-0.70 – 0.90)	Tall	Tall
0.50 – 0.70	(-0.50 – 0.70)	Currently	Currently
0.30 – 0.50	(-0.30 – 0.50)	Low	Low
0.00 – 0.30	(-0.00 – 0.30)	Very low	Very low

*Pengantar Metode Statistika: Teori dan Terapannya dalam Penelitian Bidang Pendidikan dan Psikologi (Kumaidi & Manfaat, 2013).

Based on Table 6, The correlation test result is 0.399, the p value <0.05 (p=0.001) is in the low positive category range. where the correlation range obtained is in the range of 0.30 – 0.50. The preparation of the correlation coefficient categorization guidelines is based on those proposed by Kumaidi & Manfaat, (2013).

DISCUSSION

This research aims to find out whether there is a relationship or correlation between the PSS variable and the SRL variable for students at the class VIII level at Samarinda Ulu State Junior High School. Based on the results obtained from the data analysis that has been carried out, the p-value <0.05 (p=0.001), shows that the working hypothesis (Ha) of this research is said to be accepted, which means it shows that there is a relationship between PSS and SRL for students who are at class VIII level at Samarinda Ulu State Junior High School. Obtaining a value of r=0.399, this value shows a positive number, which means there is a positive but relatively low relationship between the SRL variable and the PSS variable. The meaning can be interpreted as if the higher the PSS, the SRL possessed by students will also be classified as high. Then conversely, if the PSS level obtained is lower, the SRL possessed by students will also be classified as low.

SRL can be interpreted as part of oneself managing one's learning patterns independently (Grüneisen et al., 2023; Martinez-Lopez et al., 2023). Self-regulated learning can also be seen as a skill that exists in oneself in directing one's form of learning, organizing one's learning, and the ability to seek help from the environment to improve one's academics (Mahmoodi et al., 2014; Allen et al., 2023). This behavior of managing their learning independently or what is known as self-regulated learning can be directly related to the social environment in which they are located (Sulisworo et al., 2020; Shen & Bai, 2024). In this research, what is said is that the social environment they are in is their school environment where they have friends of their age or peers, and they get a lot of social support which can bring benefits as well as benefits for themselves. Peer social support is a form of support that they have received and allows them to be actively involved in managing their learning independently, has a high sense of responsibility, and allows them to exchange ideas in facing academic challenges (Waite-Jones & Swallow, 2018; Warshawski et al., 2018; Yang, 2021).

The research that has been carried out is further strengthened by the results shown by previous research which Aziz, (2016) states that social support that comes from the peer circle can have an impact on the student, this support has an important role in student development and also makes it easier for individuals to master their learning process more deeply. Other research that has been conducted Dewi & Arjanggi, (2020) also states that support from peer friendships can make it easier for students to solve the challenges they experience and can foster effective learning strategies.

The results obtained in this research also show consistency with previous relevant research which reveals that there is a relatively positive relationship between the PSS and SRL variables, which means that PSS in everyday life is closely related to the ability to manage learners independently. Having friends who are the same age as him can have a positive impact on him which also has an impact on young people managing their learning process independently, maintaining their motivation to achieve the desired learning goals (Oktariani et al., 2020)

In line with these findings, Hafzan et al., (2015) also confirm that social support is also related to SRL. The support obtained from peers plays an important role in growing one's motivation to understand one's learning independently. Fauziah, (2017) also revealed that in his research there was a positive correlation between PSS and SRL, the involvement of peers his age could

overcome the learning problems faced. Perry et al., (2018) also revealed that social support from parents, teachers at school, and friends of the same age in their environment can have a significant influence on increasing students' SRL which shows that being able to provide improved learning strategies independently can make learning progress better. Students who receive support from their peers tend to feel very cared for, they also get various input so they can solve their students' problems (Merisa et al., 2019).

The social support that they get through their peers, will then have a tremendous impact on students' learning levels and then ultimately can have an impact on increasing their ability to manage their learning independently, with the social support they get will make students develop the ability to organize self-regulated learning, they will become more independent in the future.

CONCLUSION

Based on the results of this research using the Pearson product moment test, the p-value was 0.001 <0.05 and the r-value = 0.399, meaning the working hypothesis (Ha) was accepted, and this research hypothesis has been proven. shows a relatively significant relationship or correlation between peer social support (PSS) and self-regulated learning (SRL), the nature of the correlation is positive and means that an increase in the score on the peer support variable will cause an increase in the SLR score. However, the magnitude of the correlation is relatively low, where the variance in peer social support that can explain the SLR variance is 15.92%.

REFERENCE

Alfina, I. (2014). Hubungan Self-Regulated Learning dengan Prokrastinasi Akademik pada Siswa Akselerasi. *Psikoborneo: Jurnal Ilmiah Psikologi*, *2*(1). https://doi.org/10.30872/psikoborneo.v2i1.3575

Allen, E. C., Masonheimer, A. T., & Wolters, C. A. (2023). Do dispositional motivational beliefs predict self-regulated learning strategies? An examination of willpower beliefs. *International Journal of Educational Research*, 119, 102174. https://doi.org/10.1016/J.IJER.2023.102174

Ansori, M. (2020). *Dimensi HAM dalam Undang-undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003*. laifa Press.

Aulia, N., & Asbari, M. (2024). Kampus Merdeka Membentuk Generasi Unggul Menuju Tantangan Masa Depan. *Journal Of Information Systems and Management (JISMA)*, *3*(1), 38-41. https://doi.org/10.4444/jisma.v3i1.848

Aziz, A. (2016). Hubungan Dukungan Sosial dengan Self Regulated Learning pada Siswa SMA Yayasan Perguruan Bandung Tembung. *Jurnal pendidikan ilmu-ilmu sosial*, *8*(2), 103-113. https://doi.org/10.24114/jupiis.v8i2.5155

Dewi, F. N. R. (2021). Konsep Diri pada Masa Remaja Akhir dalam Kematangan Karir Siswa. Konseling Edukasi "*Journal of Guidance and Counseling*," *5*(1), 46–62. https://doi.org/10.21043/konseling.v5i1.9746

Dewi, S., & Arjanggi, R. (2020). Hubungan Antara Dukungan Sosial Teman Sebaya Dan Kepercayaan Diri Akademik Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Di Universitas X. *Proyeksi*, 14(1), 84. https://doi.org/10.30659/jp.14.1.84-93

Faruq, & Daliman. (2021). Pelatihan Self Regulated Learning untuk Meningkatkan Prestasi Matematika Siswa SMP. *Abdimas Dewantara*, *4*(2), 38–49. https://doi.org/10.30738/ad.v4i2.10577

Faruq, F., Istiqomah, I. W., Sabani, N., Rahmawati, S., Rivalna, K., Kumaidi, K., & Sudinadji, M. B. (2021). Development of Psychological Measurement Tools: Self Regulated Learning Scale (SRLS). *Urecol Journal. Part A: Education and Training*, *1*(2), 76–85. https://doi.org/10.53017/ujet.72

Fauziah, N. I. (2017). Hubungan Antara Dukungan Sosial Dan Self regulated learning Pada Siswa SMP Homeschooling. Diunduh dari ilib.usm.ac.id. Tanggal, 13

Grüneisen, L., Dörrenbächer-Ulrich, L., & Perels, F. (2023). Self-regulated learning as a mediator of the relation between executive functions and preschool academic competence. *Acta Psychologica*, 240, 104053. https://doi.org/10.1016/J.ACTPSY.2023.104053

Hafzan, A., Aida Nasirah, A., Norida, A., & Kalthom, H. (2015). The Role of Learning Approaches as Mediator between Peer Social Support and Self-Regulated Learning among Engineering Undergraduates. *Asian Social Science*, *11*(17), 67. https://doi.org/10.5539/ass.v11n17p67

Harris, K. R., & Meltzer, L, (Eds.). (2015). *The power of peers in the classroom: Enhancing learning and social skills*. Guilford Publications.

Hastuti, W. H., & Yoenanto, N. H. (2019). Pengaruh Self-Regulated Learning, Kecemasan Matematika, Dukungan Sosial Guru Matematika, dan Dukungan Sosial Teman Sebaya terhadap Prestasi Belajar Siswa SMP Negeri "X" Surabaya. *Jurnal Psikologi Integratif*, *6*(2), 116–130.

Kristiyani, T. (2020). *Self-regulated learning: Konsep, implikasi dan tantangannya bagi siswa di Indonesia*. Sanata Dharma University Press.

Kumaidi, P. D., & Manfaat, B. (2013). *Pengantar Metode Statistika: Teori dan Terapannya dalam Penelitian Bidang Pendidikan dan Psikologi*. Eduvision.

Latipah, E., Kistoro, H. C. A., & Insani, F. D. (2021). Academic Procrastination of High School Students During the Covid-19 Pandemic: Review from Self-Regulated Learning and the Intensity of Social Media. *Dinamika Ilmu*, *21*(2), 293–308. https://doi.org/10.21093/di.v21i2.3444

Lubis, R. H. (2016). Hubungan Dukungan Sosial Dan Kecerdasan Emosional Dengan Self Regulated Learning. *Analitika: Jurnal Magister Psikologi UMA*, *8*(1), 35–55. https://doi.org/10.31289/analitika.v8i1.860

Lubis, R. H., Lubis, L., & Aziz, A. A. A. (2015). Hubungan Antara Dukungan Sosial Dan Kecerdasan Emosional Dengan Self-Regulated Learning Siswa. *Analitika: Jurnal Magister Psikologi UMA*, *7*(2), 105–117. https://doi.org/10.31289/analitika.v7i2.825

Machali, I. (2021). Metode Penelitian Kuantitatif (panduan praktis merencanakan, melaksanakan, dan analisis dalam penelitian kuantitatif).

Mahmoodi, M. H., Kalantari, B., & Ghaslani, R. (2014). Self-Regulated Learning (SRL), motivation and language achievement of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 1062–1068. https://doi.org/10.1016/J.SBSPRO.2014.03.517

Martinez-Lopez, Z., Nouws, S., Villar, E., Mayo, M. E., & Tinajero, C. (2023). Perceived social support and self-regulated learning: A systematic review and meta-analysis. *International Journal of Educational Research Open*, 5, 100291. https://doi.org/10.1016/j.ijedro.2023.100291

Merisa, A., Rahayu, P. E., & Nastasia, K. (2019). Hubungan Antara Dukungan Sosial Dengan Self Regulated Learning Siswa Smk. Al-Qalb : *Jurnal Psikologi Islam*, *10*(2), 133–140. https://doi.org/10.15548/alqalb.v10i2.956

Mostafaei Alaei, M., & Hosseinnezhad, H. (2020). The Development and Validation of Peer Support Questionnaire (PSQ). *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, *39*(3.2), 67–109. https://doi.org/10.22099/jtls.2021.38853.2906

Nawangwulan, A. R. G. (2019). Hubungan Dukungan Sosial Guru dan Motivasi Berprestasi Dengan Regulasi Diri Dalam Belajar. *Jurnal Ilmiah Psikologi*, *7*(3), 410–418.

Newman, R. S. (2002). How self-regulated learners cope with academic difficulty: The role of adaptive help seeking. *Theory Into Practice*, *41*(2), 132–138. https://doi.org/10.1207/s15430421tip4102_10

Oktariani, O., Munir, A., & Aziz, A. (2020). Hubungan Self Efficacy dan Dukungan Sosial Teman Sebaya Dengan Self Regulated Learning Pada Mahasiswa Universitas Potensi Utama Medan. Tabularasa: *Jurnal Ilmiah Magister Psikologi*, *2*(1), 26–33. https://doi.org/10.31289/tabularasa.v2i1.284

Perry, J. C., Fisher, A. L., Caemmerer, J. M., Keith, T. Z., & Poklar, A. E. (2018). The role of social support and coping skills in promoting self-regulated learning among urban youth. *Youth & Society*, *50*(4), 551–570. https://doi.org/10.1177/0044118X15618313

Pintrich, P. R. (1995). Understanding self-regulated learning. *New Directions for teaching and learning*, *1995*(63), 3–12. https://doi.org/10.1002/tl.37219956304

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, *82*(1), 33–40. https://doi.org/10.1037/0022-0663.82.1.33

Rachmaningtyas, A. T., & Khoirunnisa, R. N. (2022). Hubungan Antara Dukungan Sosial Teman Sebaya Dan Self-Regulated Learning Pada Mahasiswa Tahun Pertama Di Masa Pandemi Covid-19. *Character: Jurnal Penelitian Psikologi*, *9*(1), 34–45.

Razali, N. M., & Wah, Y. B. (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests. *Journal of statistical modeling and analytics*, 2(1), 21–33.

Schunk, D. H., & Zimmerman, B. J. (1998). Self-regulated learning: From teaching to self-reflective practice. Guilford Press.

Shen, B., & Bai, B. (2024). Enhancing Chinese university students' writing performance and self-regulated learning (SRL) writing strategy use through a strategy-based intervention. *System*, *122*, 103249. https://doi.org/10.1016/J.SYSTEM.2024.103249

Stephens, M. A. (1974). EDF Statistics for Goodness of Fit and Some Comparisons. *Journal of the American statistical Association*, *69*(347), 730–737. https://doi.org/10.1080/01621459.1974.10480196

Sulisworo, D., Fitrianawati, M., Maryani, I., Hidayat, S., Agusta, E., & Saputri, W. (2020). Students' self-regulated learning (SRL) profile dataset measured during Covid-19 mitigation in Yogyakarta, Indonesia. *Data in Brief*, 33, 106422. https://doi.org/10.1016/J.DIB.2020.106422

Tohir, M. (2020). Buku Panduan Merdeka Belajar-Kampus Merdeka.

Ulum, M. I. (2016). Strategi Self-Regulated Learning untuk Menurunkan Tingkat Prokrastinasi Akademik Siswa. *Psympathic: Jurnal Ilmiah Psikologi*, *3*(2), 153–170. https://doi.org/10.15575/psy.v3i2.1107

Waite-Jones, J. M., & Swallow, V. (2018). Peer-based Social Support for Young-People with Juvenile Arthritis: Views of Young People, Parents/Carers and Healthcare Professionals within the UK. *Journal of pediatric nursing*, 43, e85–e91. https://doi.org/10.1016/J.PEDN.2018.07.012

Warshawski, S., Itzhaki, M., & Barnoy, S. (2018). The associations between peer caring behaviors and social support to nurse students' caring perceptions. *Nurse education in practice*, 31, 88–94. https://doi.org/10.1016/J.NEPR.2018.05.009

Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910. https://doi.org/10.31004/jptam.v7i1.6187

Wati, A. R. Z., & Trihantoyo, S. (2020). Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa. *Jurnal Dinamika Manajemen Pendidikan*, *5*(1), 46-57. https://doi.org/10.26740/jdmp.v5n1.p46-57

Wijaya, A. M., Arifin, I. F., & Badri, M. I. (2021). Media pembelajaran digital sebagai sarana belajar mandiri di masa pandemi dalam mata pelajaran sejarah. *SANDHYAKALA Jurnal Pendidikan Sejarah, Sosial Dan Budaya*, *2*(2), 1–10. https://doi.org/10.31537/sandhyakala.v2i2.562

Wistarini, N. N. I. P., & Marheni, A. (2019). Peran dukungan sosial keluarga dan efikasi diri terhadap stres akademik mahasiswa baru Fakultas Kedokteran Universitas Udayana angkatan 2018. *Jurnal Psikologi Udayana Edisi Khusus Psikologi Pendidikan*, 164–173.

Won, S., Hensley, L. C., & Wolters, C. A. (2021). Brief Research Report: Sense of Belonging and Academic Help-Seeking as Self-Regulated Learning. *The Journal of Experimental Education*, *89*(1), 112–124. https://doi.org/10.1080/00220973.2019.1703095

Yang, X. (2021). Exchanging social support in social commerce: The role of peer relations. *Computers in Human Behavior*, *124*, 106911. https://doi.org/10.1016/J.CHB.2021.106911

Zimmerman, B. J. (1990). Self-Regulated Learning and Academic Achievement: An Overview. *Educational Psychologist*, *25*(1), 3–17. https://doi.org/10.1207/s15326985ep2501_2