# Social Support, Self-Regulation Learning and Student Engagement in High School Students

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**Abstract**. *The student's involvement in studying are divided into 3 dimensions such as: dimensions of behavior, emotions, and cognitive. The engagement level of students toward their study behavior play important roles in their academic development. Upon research, it is believed that social supports including family, friends, and teachers do play important roles in affecting student engagement at schools. Moreover, student with tendency of high self-regulated behavior is mostly likely to be more engaged amongst students at schools as opposed to student with low tendency of self-regulated. This research aims to determine whether social support system and self-regulation affect the student engagement which had been tested in one of Jakarta's Public High Schools. 100 students which consisted of both grade X and XI, majoring in Science and Social have been involved throughout the research. This research has also utilized a multiple regression of hypothesis test. The result showed that that there was an influence of social support and self-learning on student engagement.*
**Keywords:** *Social Support, Self-Regulation Learning, Student Engagement, Student.*

Education plays an important aspects to support a country's welfare.. The progress of a nation can be measured by the quality and existing education system. Without education, a country will be far behind other countries. In Indonesia, there are various problems that occur in the education sectors. These include the education system, curriculum, teachers, and most importantly is the subject of education, which is students. The problems experienced by these students are very diverse, ranging from behavioral problems in class, academic achievement, to dropping out of school. These often happen because of various circumstances

Based on statistical data from the Ministry of Education and Culture (Kemdikbud) in the 2017/2018 school year, there were several percentages that represented high school' results from 34 provinces in Indonesia. These are; students repeating with a total of 9,360 with a percentage of 0.20%; 31,123 students dropped out of school, with a percentage of 0.67%. When compared with statistical data in 2016/2017 the results of students who cheated ware up by 0.03% and the results of dropout students were down by 0.17%. Based on of the teachers' interview in Jakarta, one of the most common student's behavior that happens in class is that students are rarely ask questions nor do they engage with its activity/ material provided. However, if teachers provide more additional assignments, most likely students will often ask more queries. Clearly, children do not have the desire to become a proactive learner. Most of the student will expect their teacher's explanation, rather than having discovered the information by themselves. To deal with such circumstance, teacher often provide unexpected tests for students whereby the tests are delivered verbally rather than written.

In addition, there are couple more behaviors that affects student's behaviors such as, the test results of several subjects have not yet reached the standard, students are not punctual, and extracurricular grades are better than the grades of the lesson.

Regarding behavior problems that occur in the classroom are also related to student inactivity in teaching and learning activities. Student Engagement is the active participation of students such as trying, being serious, concentrating, paying attention, obeying rules, and using self-regulation strategies in learning activities accompanied by positive emotions (Fredricks., Blumenfeld & Paris, 2004). Student engagement is divided into three dimensions, namely behavioral engagement: involvement in tasks, learning, and following rules, emotional engagement: perceived affective reactions in learning, and cognitive engagement: combining motivation, effort, and strategy (self-regulation) used to do task.

Student involvement in school will be related to the student's academic achievement. According to Hirschfield and Gasper, (2011), students who are actively involved can obtain more adequate knowledge and skills. Furthermore, student can complete their education, and can avoid increasing cases of school dropouts. Decreased achievement and lack of student participation at school are serious problems for both individually and in the community. Lack of students involvement in schools are often showcased through laziness in the class room,  short attention/ focus to teachers, lack of class participation and discussion, which ultimately will lead to an incremental numbers of dropped out students. (Fall and Roberts, 2012). Additionally, according to High School Survey of Student Engagement (Yazzie-Mintz, 2009), student have often have the tendency to feel bored at school. Thus, it is believed that there are only few student that can take advantage of their study time at schools, both inside and outside the class room.

High or low levels of student involvement in academic activities in schools, influenced by factors both internal and external students. External factors are social support that affects achievement motivation and also the involvement of students in school. Social support is a support received by someone from another person. These social supports are, a form of attention, care, appreciation, or assistance given to someone both individually or in groups (Sarafino & Smith, 2010). Students who receive support both morally and materially from their surrounding environment will be more interested to be actively involved in activities that support academics. Based on Garcia-Reid's research (2007), there is a direct relationship between social support which includes support of parents, teachers as well as friends on the involvement of students in school.

Support from parents can enhance student's awareness towards the importance of education, influence attitudes and beliefs in learning. Parental support does not have to focus on education , however it can also support and influence children in many aspects in their life. As a result of such parental caring, children feel that they are cared and valued (Bempechat & Shernoff, 2012). Moreover, teacher supports plays an important aspect in students life both academically as well as for

their personal development. Teacher's support could be showcased through identifying and supporting children's immediate interest, supporting the children's decision in many aspect including their academic development. These supports given by the teachers can enhance students' academic performance holistically, including their academic assignments, and educational engagement and activities (Fall & Roberts, 2012). The relationship between school environment includes emotional support from teachers and peers at school greatly affects psychologically in the involvement of student learning.

In addition to social support, it is also important how students can manage their thoughts, feelings, and behavior to achieve certain goals such as, academic purposes and self-regulation. According to Zimmerman (2008), self-regulation learning is a process in which students needs to utilize their logic, behavior and feelings accordingly, and are able to implement its plan to acquire desired goals. Students who learn by self-regulated learning will transform their mental abilities into skills in the form of academic strategies, such as setting goals, choosing and using strategies and monitoring themselves effectively. Students who use self-regulation learning strategies in learning will encourage students to be actively involved in learning and have a desire to master knowledge. Research by Pintrich & De Groot (1990), stated that with self-regulation learning students are able to endure difficult tasks and cannot be disrupted by the environment such as noisy classmates. Students can maintain their cognitive involvement in assignments, and do better in their learning span. This is because, self-regulated learning has positive values and strengths in setting goals, planning, and monitoring for children. Therefore, students must have the ability of self-regulated learning to support student involvement in learning.

As aforementioned, this study thus aims to provide through analysis on the effects of social support and self-regulation learning in student engagement in one of the high schools in Jakarta**.**

**Method**

This study involved 100 students as participants. Participants in this study were high school students in South Jakarta. All participants were merely from class X and XI, which was majoring either in Natural Sciences or Social Sciences majors. Based on the given numbers,  61 students were female, and 39 were male. The age of the participants ranged between 16 and 17 years.

Social support is a form of attention, care, appreciation, or assistance given to someone both individually or in groups (Sarafino, 2010). The social support scale used in this study uses the Cohen & McKay scale; Cortona & Russel; House Schaefer; Coyne & Lazarus, and Wills (in Sarafino, 1994). One example of an item on this scale is "The affection given by parents makes me diligent to learn". The answer options are ranged from 1 – 4, which is ranging from Strongly Agree to Strongly Disagree. Initially, this specific scale had a total of 50 items. However, after going through the calculation of the discrimination power of its items, there were 16 items went out. The remaining items were 34 items with a reliability of 0.898.

Self-regulation learning is a process in which students activate, their logic, behavior and feelings in sequence and are able to orient towards the achievement of goals (Zimmerman, 2008). The scale of self-regulation learning used in this study is the scale owned by Pintrich and De Groot (1990). One example of an item on this scale is "I prefer to do challenging things so I can learn something new". The answer choices are ranged 1 – 5, which were ranging from Very Suitable to Very Unsuitable. This scale originally had a total of 49 items. However, after going through the calculation of the discrimination power of its items, 17 items were out from the scale. Thus, the remaining items were 32, with a reliability of 0.890.

Student Engagement is the active participation of students such as trying, being serious, concentrating, paying attention, obeying the rules, and using self-regulation strategies in learning activities accompanied by positive emotions (Fredricks, et al., 2004). The student engagement scale used in this study uses the scale of Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). One example of an item on this scale is "I pay attention when lessons begin". The answer choices ranged from 1 – 5, which was identified as Never to Always. This scale originally had a total of 19 items. However, after going through the calculation of the discrimination power of the item, there were 6 items that were out. The remaining items were 10, with a reliability of 0.846.

This study aims to examine the effect of three variables such as social support and self-regulation learning as the independent variable, whilst student engagement as the dependent variable. Statistical Package for Social Science (SPSS) – Windows software is utilized to analyze the Multiple Regression Test.

**Results and Discussion**

In the linearity tests, it is known that between social support and self-regulation learning there is a linear relationship with student engagement with a 0,000 (<0.005) for sig value.. With an increase in the social support variable, self-regulation learning will also bring changes to the student engagement variable.

**ANOVA[a]**

| Model | Sum | df | Mean Square | F | Sig. |
|-------|-----|----|-----|----|------|
| Regression | 2474.552 | 2 | 1237.276 | 31.862 | .000[b] |
| Residual | 3766.688 | 97 | 38.832 | | |
| Total | 6241.240 | 99 | | | |

a. Dependent Variable: Student Engagement
b. Predictors: (Constant), Self-Regulation Learning, Social Support

Based on the results of hypothesis testing, obtained social support variables, self-regulation learning with student engagement has a correlation coefficient of r = 0.630 outside the range of 0.7 to 1. This

means there is no closeness between social support, self-regulation learning with student engagement. Moreover, the results of the determinant coefficient of 39.6% which is considered as the magnitude of social support influences, self-regulation learning on student engagement with 39.6% and the remaining 60.4% is influenced by other factors outside the study.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .630[a] | .396 | .384 | 6.232 |

a. Predictors: (Constant), Self-Regulation Learning, Social Support

Based on hypothesis testing, it was found that social support had a beta value of 0.328 whilst self-regulation learning had a beta value of 0,000. Based on these two variables, self-regulation learning was considered the closest beta, which was close to 0.05, and is considered to be the most influential variable if the value is/close to < 0.05. Therefore, it is clear that the variable of self-regulation learning had the most influence on student engagement as compared to the social support variable.

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 8.004 | 6.552 | | 1.222 | .225 |
| | Social Support | -.050 | .051 | -.081 | -.983 | .328 |
| | Self-Regulation Learning | .361 | .046 | .650 | 7.843 | .000 |

a. Dependent Variable: Student Engagement

Based on the results of the study showed that the influence of social support, self-regulation learning on student engagement in students. The magnitude of the effect of social support, self-regulation learning on student engagement amounted to 39.6%, and the remaining 60.4% was influenced by other factors outside the study. The results of this study are aligned with research conducted by Jayarathna (2014) regarding social support plays an important role in the level of academic involvement in the initial first year of education. Social support, such as family and friend support significantly influences the level of academic involvement. Social support from family, friends, and the environment have different roles. These supports however, must work together in carrying out their roles, thereby affecting student involvement in academics. This is also supported by research from Pan, Zaff & Nikko, (2017), where social support in academic success plays an important role in student academic involvement. This study explains that social support in the form of friends, parents, and teachers plays an active role in encouraging and maintaining student involvement in school, especially when studying. Students who frequently interact with study partners or learning

communities will tend to have good learning involvement. This is also supported by the results of research by Anderson & Carta-Falsa (2002), where they stated that helping students who are already identified the importance of learning activities will enhance and develop better academic results for these students.

According to Ganotice & King (2014), based on the data derived from 1694 high school students in the Philippines, they found that social support from parents, teachers and peers played an important roles in helping students to become more involved in academic activities as well as achieving higher results compared to students who did not consider the importance of social support. **When** the teacher directly establishes a warm and caring relationship with students, the relationship enhance students' ability to be more independent, and as a result students tend to be involved in learning. Research by Wang & Eccles (2013), based on the data derived from 1157 students, they found that there was a significant increase of student engagement in the classroom due to a positive relationship within their peers. This is also supported by the results of Xerri, Radford & Shacklock's research (2017), regarding the importance of developing effective teacher and student relationships, positive student relations with fellow students will communicate clear goals to academics, thereby increasing student involvement.

Student involvement in self-regulated learning is closely related to students' beliefs about their ability to do class assignments and their belief that class assignments are interesting and worth learning. This motivational belief is not enough for successful academic performance, but will help student to achieve maximum results if learning is self-regulated. Groot, Pintrich (1990) stated that students need to have "wants" and "skills" to be successful in the classroom.

In addition, the results of research conducted by Cleary & Zimmerman (2004), state that the high level of involvement of a person can be seen from how a person can perform self-regulation. Individuals who learn will get high academic achievement, if he is aware, responsible and knows how effective learning strategies, or if he has a good strategy of learning regulation (self-regulated learning).

With self-regulation learning in students will affect the process of learning behavior involvement, such as engaging in learning and academic assignments, showing behavior that is willing to try and have an effort, perseverance, and responsiveness to solving problems in assignments. This is supported by the results of the study of Finn & Rock (1997), that students who have self-regulation learning show initiative in learning, show more enthusiasm, and participate actively in learning.

Reflecting on the discussion above, it can be said the greatest influence on student engagement is the self-regulation variable rather than social support variable. This is aligned with research by Pintrich, Roeser, and De Groot (1994) in which they claimed that students with high academic achievement will take advantage of existing strategies in self-regulated learning than

students who have low achievement. Students who use self-regulation learning strategies in learning will be able to organize themselves and carry out activities actively and independently.

**Conclusion**

Despite the fact that self-regulation learning had a greater effect on student engagement in one of the Jakarta State High Schools, both social support and self-regulation learning have a strong influence on student engagement. It is clear that the higher self-regulation learning in students, therefore students' involvement in learning activities will become much better. Higher students involvement are showcased through these traits such as, active participation, trying, being serious, concentrating, paying attention, obeying the rules, in learning activities accompanied by positive emotions.

**Suggestion**

Based on the research that has been taken place, there are several suggestions that can be utilized for future research. One of suggestions is that, it is recommended to utilize qualitative research methods such as conducting interview and observation to be able to derive more comprehensive data and insights which leads to greater results

Observations can be made during teaching and learning activities that take place in class room environment. This in class observation will enable observer to acquire as much as information needed during the in class activity with the student. Additionally, this approach will also enable observer to interact with the students such as conducting an open-ended questions regarding specific topics. This topics perhaps include; "what are the most crucial factors that can affect student learning experience?". By providing such open-ended question to students, the observer will obtain additional information regarding the student involvement in learning, while simultaneously will broaden and enhance the samples and information which will provide a more representative results.

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