

# The Relationship Between Self-Confidence And Parents' Support With Students' Self-Regulation At Smp It Ad Durrah

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## Abstract.

*Apart from self-confidence, another factor that influences self-regulation is parental support. Parental support is to support children's lives, both in social, psychological and educational development. The aim of this research is to analyze the relationship between self-confidence and parental support with students' self-regulation at Ad-Durrah IT Middle School. The research results show that there is a relationship between self-confidence and parental support and self-regulation. This is shown by the coefficient  $F_{reg} = 111.949$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.705$  with  $p < 0.05$ , meaning that there is a positive relationship between parental confidence and support and self-regulation, the more positive the self- confidence and parental support, the higher self-regulation of SMP IT Ad Durrah students. Likewise with the value of the determinant coefficient ( $R^2$ ) which has a value of 0.497, which means that student self-confidence and the support of the student's parents contribute 49.7% to the self-regulation of SMP IT Ad Durrah students. At the time of entering adolescence, individuals begin to search for identity, so they want to have the opportunity to be able to regulate themselves and develop themselves . Apart from self-confidence, another factor that influences self-regulation is parental support. Parental support is to support children's lives, both in the social, psychological, and educational development fields . The aim of this research is to analyze the relationship between self-confidence and parental support with students' self-regulation at Ad-Durrah IT Middle School. The research results show that there is a relationship between self-confidence and parental support and self-regulation . This is indicated by the coefficient  $F_{reg} = 111.949$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.705$  with  $p < 0.05$ , meaning that there is a positive relationship to self-confidence and parental support with self-regulation, the more positive self-confidence and parental support, the higher the self-regulation Ad Durrah IT Middle School student . Likewise, the value of the diterminant coefficient ( $R^2$ ) has a value of 0.497, meaning that self-confidence students and the support of the students' parents contributed 49.7 % to self-regulation Ad Durrah IT Middle School student .*

**Keywords:** Students, Self-Regulation, Trust, Students, Self Regulation and Trust.

## I. INTRODUCTION

Education is basically a conscious effort to develop the potential of human resources or students by encouraging and facilitating their learning activities. In detail in the Republic of Indonesia Law number 20 of 2003 concerning the national education system Chapter 1 article 1. Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have self-control, personality, intelligence , noble morals, and skills needed by himself, the nation's community and the State. Education is the most urgent means of developing human resources (students) and national character ( *Nation Character Building* ) (Priansa, 2014). Students as subjects in education should be able to be responsible for their obligations as a student, where the main task of a student is to study. The success of a student is influenced by how students behave in carrying out education at school and outside of school. This depends on how students manage their daily activities. How is a student able to plan for achieving the targets he wants to get, whether it is done alone or with the help of other parties. To achieve success, a student must start learning to organize all his activities. However, in reality there are still many students who neglect their obligations. For example, there are still many students who come late to school, lack of motivation in studying, do not do homework, violate rules, norms, learning activities and adolescent behavior does not provide benefits for the development of adolescent self-potential. (Musyarofah, 2017).

Based on the results of observations and interviews that researchers conducted at Ad-Durrah IT Middle School in January 2023, researchers found phenomena related to student self-regulation problems such as the wide variety of student behavior at school ranging from being insecure, skipping school, rarely coming to school , depressed, not completing assignments, disciplined, diligent to achievers. Interview results from Some students stated that students didn't really care about their school and spent more time on

self-entertaining activities such as playing with friends, students couldn't manage time well, still wanted to join friends in making decisions and lacked confidence in students. At the time of entering adolescence, individuals begin to search for identity, so they want to have the opportunity to be able to regulate themselves and develop themselves. As explained by Erik Erikson (In Dariyo, 2013) that they are facing developmental tasks to achieve self-identity. The process of searching for identity carried out by adolescents is indeed tortuous, for that the people around them must help and determine them in the process of searching for identity. One way that can be done is by exchanging ideas with adolescents about the choices they face, namely by explaining the positive and negative impacts of the choices they make for themselves, because at this time adolescents tend to feel that they are adults so they want to decide everything independently. Therefore, the role of parents is very necessary and really determines whether teenagers have carried out their developmental tasks well. Students who are able to self-regulate will have the ability to direct their learning goals. Self-regulation relates to how students actualize themselves by displaying a series of actions aimed at achieving targets According to Albert Bandura (Feist, 2010).

Self-regulation is an individual who can think and regulate his own behavior, so that they are not merely objects that are influenced by the environment, but humans and the environment can influence each other. In educational psychology, self-regulation has various meanings. Bandura defines self-regulation as a situation in which students who learn as controllers of their own learning activities, monitor motivation and academic goals, manage human and material resources, and become actors in the decision-making process and implementers in the learning process (Ochteria Friskilia & Hendri Winata, 2018). In addition, self-regulation is a process by which students activate and maintain cognition, behavior, and systematic influence oriented toward achieving their goals (Zimmerman, 2012). Students who have high self-regulation in learning show that they have the ability to set learning goals, develop knowledge and increase motivation, can control emotions so they don't interfere with learning activities, Periodically monitor the progress of learning targets, evaluate them, and make the necessary adaptations to support achievement (Santrock, 2004). Self-regulation is very important for a student to have. Students who have a high level of self-regulation will be able to prioritize studying and doing assignments, because they will be personally responsible for the tasks given and can control the knowledge and skills they have acquired. They are active in organizations without falling behind in class learning. Apart from that, students who have high self-regulation can integrate many things about effective learning, namely knowledge, motivation and self-will. The knowledge in question is knowledge about themselves, the subject, the task, what strategies and learning contexts are used, so that students can know their preferred learning style, what is easy and difficult for them, how to overcome difficult parts, what their interests and talents are, and how to capitalize on their strengths and strengths.

On the other hand, if a student has low self-regulation, they do not have the ability to be disciplined in managing and controlling themselves, especially when facing difficult learning tasks, they will like to procrastinate doing assignments, if the teacher gives them rote assignments at home, they will memorize them at school, and they don't prepare textbooks before going to school as a result they often don't bring books. Apart from that, according to Lien et al (Ruminta, 2017), students with low levels of self-regulation tend to have less plans. They have no effort to follow the learning process. Students will easily give up if they are unable to do their assignments, have difficulty learning, are passive in class and are unable to achieve maximum results, of course this will have an impact on low learning achievement. Students who do not have responsibility, independence and motivation do not have self-regulation (Zimmerman, 2012). Apart from self-confidence, another factor that influences self-regulation is parental support. Parental support is very important support, positive support will shape positive behavior and vice versa. Parental support is supporting a child's life, both in the areas of social, psychological and educational development (Gilligan, 2005). Support in the form of: protecting, health, welfare, individual rights in the family, and guaranteeing that children get a good education process. The biggest support in the home environment comes from parents, parental support is a very important support for children. Parental support is support provided by parents in the form of assistance in the form of aspects of information, attention, emotion, assessment and instrumental assistance obtained by students, which provide emotional benefits or behavioral effects so that they can help students solve their problems.

When there is good support financially and materially, especially from family or parents. Because the family is the first social group in human life, a place where students learn and express themselves as social humans in interaction with their group. The support that adolescents receive from parents and peers shows that support is in the form of support, attention, affection and finances that have an influence on children, especially adolescents (Wilastri, 2012). Parental support refers to the comfort, care, appreciation, or assistance that individuals receive from other people or groups. Compared to other social support systems, parental support is associated with student academic success, positive self-image, self-esteem, self-confidence, and mental health. The aim of this research is to analyze the relationship between self-confidence and parental support with students' self-regulation at Ad-Durrah IT Middle School.

## II. METHODS

### *Variable Identification*

According to Sugiono (2014), variables are everything that will become the object of observation or also known as a symptom that is the focus of researchers to observe. Based on the theoretical basis previously stated, the variables in this research were identified as follows:

1. The independent variable ( *Independent Variable* ) is
  - a. Confidence( $X_1$ ).
  - b. Parental Support( $X_2$ ).
2. The dependent variable ( *Dependent Variable* ) is
  - a. Self-Regulation (Y).

### *Research Instruments (if quantitative research) / Data Collection Techniques (if qualitative research)*

The instrument or measuring instrument in this study was in the form of a questionnaire containing statement items to be responded to by the research subjects. The preparation of the questionnaire was based on theoretical constructions that had been prepared previously. Then, on this theoretical basis, it is developed into indicators and then developed into question items. This instrument was prepared using a *Likert scale*. The scale used uses a *Likert scale*, the award moves between 1 to 4, with the following conditions: favorable statements *which* consist of 4 categories, namely: very appropriate (SS) with a value of 4, suitable (S) with a value of 3, not suitable (TS) with a value of 2, very inappropriate (STS) with a value of 1 and using unfavorable statements *consisting* of 4 categories, namely; very suitable (SS) with a value of 1, appropriate (S) with a value of 2, not suitable (TS) with a value of 3, very inappropriate (STS) with a value of 4. Likert scale model that uses rating and scaling as the basis for determining the *scale*. The subject is asked to respond to the statement by choosing one of the available 1-4 number alternatives. Scoring is done by adding up each subject's answer according to a predetermined value. The highest value of the item is 4 and the lowest value is 1.

### *Research subject*

The subjects of this research were 457 junior high school students in Ad-Durrah.

### *Research methods*

The data collection method in this research is the Likert scale method. The Likert scale is a scale used to measure the perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher. The characteristics of the psychological scale are the stimulus in the form of statements or questions that can reveal indicators of respondent behavior, behavioral indicators are expressed through items, the subject's responses are acceptable as long as they are given honestly and earnestly (Azwar, 1998).

**Table 1.** Self-Regulation Scale Grid

No	Aspect	Indicator	Number Aitem		Total
			(+)	(-)	
1.	Metacognition	Analyze tasks	25, 35	44.8	4
		Processing lesson in a manner deep	3, 23	43,6	4
		Do repetition	40.27	12.41	4
		Do details	18.30	24.33	4

		Organize material lesson	7.50	19.37	4
		Set objective Study	21.5	16.52	4
		Monitoring results	1.29	20.49	4
		Adapt strategy Study	42.51	4.17	4
2.	Motivation	Condition monitoring and modificationmotivation	53.11	55.48	4
		Complete ability in a manner realistic	15.26	14.32	4
		Feel capable For Study	45.10	38.47	4
3.	Behavior	monitor, Compile, allocatetime to learn	54,39	2.46	4
		Monitor, prepare, andallocate power For Study	9,34	28,36	4
		Monitor, prepare and allocate material For Study	56,22	13.31	4
TOTAL			28	28	56

This scale was compiled by Rebekka Saormauli Simorangkir (2022) aims to measure aspects of self-confidence proposed by Lauser (in Gufron, 2010) including belief in one's abilities, optimistic, objective, responsible, rational and realistic.

**Table 2.** Self Confidence Scale Grid

No	Aspect	Indicator	Number Aitem		Jl
			(+)	(-)	
1.	Confidence about one's abilities	Believe on self-potential	1, 2	3, 4	4
		Believe that you can and are capable	5, 6	7, 8	4
2.	Optimistic	Passion for good results	9, 10	11, 12	4
		Bright future orientation	13, 14	15, 16	4
3.	Objective	Focus on one purpose	17, 18	19, 20	4
		Behave in the direction of the goal	21, 22	23, 24	4
4.	Responsible	Able to work well	25, 26	27, 28	4
		Controlling bad influences	29	30	2
5.	Rational and realistic	according to what is	31,	32	2
		Don't think about anything that isn't clear	33, 34	35	3
TOTAL			18	17	35

This scale was compiled by Rebekka Saormauli Simorangkir (2022) aims to measure the aspects of parental support put forward by Cohen & Hoberman (Isnawati & Suhariadi, 2013) including appraisal support, real support, self-esteem support, ownership support.

**Table 3.** Parental Support Scale Grid

No	Aspect	Indicator	Number Aitem		Jl
			(+)	(-)	
1	Support Evaluation	Troubleshooting adviceproblem	1, 2	3, 4, 31	5
		Help advice reducestress	5, 6	7, 8, 32	5
2	SupportPrice Self	Assistance with mitigating measureswork	9, 10	11, 12,33	5
		Action help finish task	13, 14	15, 16,34	5
3	Support Ownership	Help praise on competence Which owned	17, 18	19, 20,35	5
		Convincing help forbelieve in excess	21, 22	23, 24,36	5
4	SupportReal	Self-acceptance help fromgroup	25, 26	27, 37,38	5
		Help belief that About interestsrole	28, 29	30, 39,40	5
TOTAL			16	24	40

### **Analysis Techniques**

Data analysis is an effort or method to process data into information so that the characteristics of the data can be understood and useful for solving problems, especially problems related to research. Data analysis is an activity carried out to change the resulting data from research into information that can later be used in drawing conclusions. The data analysis technique used in this study is correlation analysis.

### III. RESULT AND DISCUSSION

Based on trial data of self-regulation scale shows that out of 56 statements there are 50 valid items with a *Corrected Item-Total Correlation score* (difference power index)  $> 0.3$ ; and there were 6 items that were dropped, because the items that were dropped had a *Corrected Item-Total Correlation score* (difference index)  $< 0.3$ . The following is a table of the distribution of items from the self-regulation scale after being tested:

**Table 4.** Self-regulation Scale Item Distribution After Trial

No	Aspect	Indicator	Number Aitem		Total
			(+)	(-)	
1.	Metacognition	Analyze tasks	1, 29	15, 40	4
		processing lesson in a manner deep	2, 30	16, 41	4
		Do repetition	3	17	2
		Do details	4, 31	18, 42	4
		Organize material lesson	5, 32	19, 43	4
		Set objective Study	6, 33	20, 44	4
		Monitoring results	7, 34	21, 45	4
		Adapt strategy Study	8, 35	22, 46	4
2.	Motivation	Monitoring and modifying conditionsmotivation	9	23	2
		Complete ability in a manner realistic	10, 36	24, 47	4
		Feel capable For Study	11, 37	25	3
3.	Behavior	monitor, Compile, allocatetime to learn	12	26, 48	3
		Monitor, prepare, andallocate power For Study	13, 38	27, 49	4
		Monitor, prepare andallocate material For Study	14, 39	28, 50	4
TOTAL			25	25	50

After knowing the validity of the item, it is then continued with reliability analysis. The reliability index obtained by the self-regulation scale is  $= 0.949$ , meaning that the self-regulation scale as a measuring tool is categorized as reliable. Based on trial data on the Self-Confidence scale shows that of the 35 item statements there are 29 valid items with a *Corrected Item-Total Correlation score* (difference index)  $> 0.3$ ; and there were 6 items that were dropped, because the items that were dropped had a *Corrected Item-Total Correlation score* (difference index)  $< 0.3$ . The following is a table of the distribution of items from the *Confidence scale* after being tested:

**Table 5.** Confidence Item Distribution After Trial

No	Aspect	Indicator	Number Aitem		Jl
			(+)	(-)	
1.	Confidence of self ability	Believe on self-potential	1	10, 24	3
		Believe that you can and are capable	2, 20	11, 25	4
2.	Optimistic	Passion for good results	3, 21	12	3
		Bright future orientation	4	13	2
3.	Objective	Focus on one purpose	-	14, 26	2
		Behave according to the goal	5	15, 27	3
4.	Responsible	Able to work well	6, 22	16, 28	4
		Controlling bad influences	7	17	2
5.	Rational and realistic	As it is	8	18	2
		Don't think about anything that isn't clear	9, 23	19, 29	4
TOTAL			13	16	29

After knowing the validity of the item, it is then continued with reliability analysis. The reliability index obtained by the Confidence scale is  $= 0.680$ , meaning that the Confidence scale as a measuring tool is categorized as reliable. Based on parental support scale trial data, it shows that out of 40 statement items there are 38 valid items with a *Corrected Item-Total Correlation score* (different power index)  $> 0.3$ ; and there were 2 items that were dropped, because the items that were dropped had a *Corrected Item-Total Correlation score* (difference index)  $< 0.3$ . The following is a table of the distribution of items from the parental support scale after testing:



**Table 6.** Parental Support Scale Item Distribution After Trial

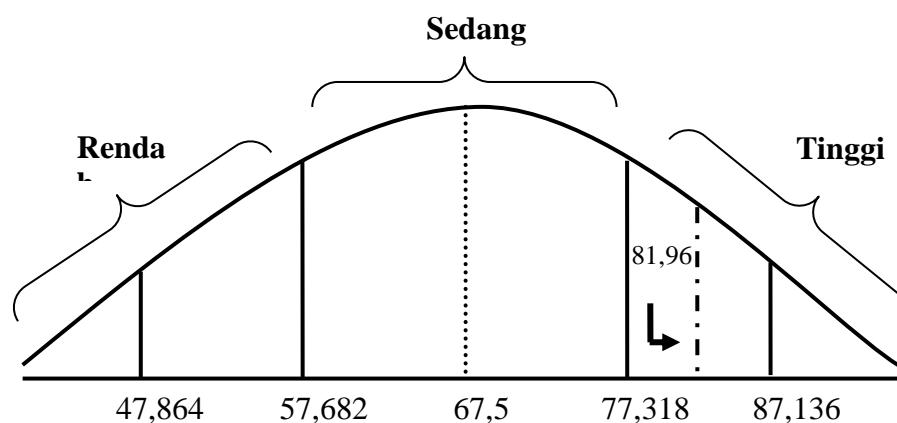
No	Aspect	Indicator	Number Aitem		Jl
			(+)	(-)	
1	Support Evaluation	Troubleshooting adviceproblem	1, 17	9, 25	4
		Help advice reducestress	2, 18	20, 26	4
2	SupportPrice Self	Assistance with mitigating measureswork	3, 19	11, 27, 28	5
		Action help finish task	4, 20	12, 29, 30	5
3	Support Ownership	Help praise on competence Which owned	5, 21	13, 31, 32	5
		Convincing help forbelieve in excess	6, 22	14, 33, 34	5
4	SupportReal	Self-acceptance assistance fromgroup	7, 23	15, 35, 36	5
		Help belief that About interestsrole	8, 24	16, 37, 38	5
TOTAL			16	22	38

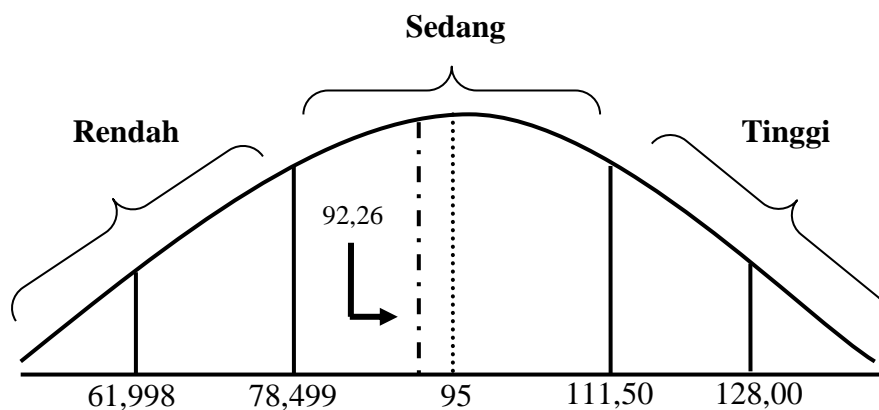
After knowing the validity of the item, it is then continued with reliability analysis. The reliability index obtained by the scale of parental support is = 0.740, meaning that the scale of parental support as a measuring tool is categorized as reliable. In an effort to determine the condition of the categories of self-confidence, parental support and self-regulation, it is necessary to compare the empirical mean/average value with the hypothetical mean/average value by paying attention to the SD number of each variable. For the self-confidence variable The SD value is 9.818, for the parental support variable the SD value is 16.501 and for the self-regulation variable The SD value is 13.938. From the magnitude of the SD number, then for the confidence variable, if the mean/hypothetical average value is < the empirical mean/average value, where the difference exceeds the SD number, then the self-confidence is stated to be high and if the mean/hypothetical average value is > mean/empirical average value, where the difference exceeds the SD number, it is stated that self-confidence is classified as low.

Furthermore, for the parental support variable, if the mean/hypothetical average value is < the mean/empirical average value, where the difference exceeds the SD number, it is stated that the parental support is high and if the mean/hypothetical average value is > mean/value empirical average, where the difference exceeds the SD number, it is stated that parental support is not low. For self-regulation variables, if the mean/hypothetical average value < mean/empirical average value, where the difference exceeds the SD number, then it is stated that self-regulation is classified as high and if the hypothetical mean/average value is > mean/average value empirically, where the difference exceeds the SD number, it is stated that self-regulation is low. A complete description of the comparison of the hypothetical mean/average value with the empirical mean/average value and standard deviation can be seen in the table below.

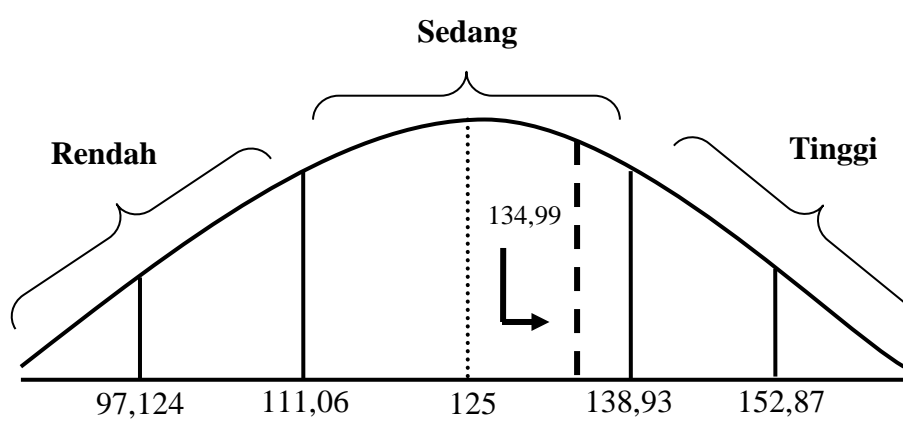
**Table 7.** Calculation Results of Hypothetical Average Value and Empirical Average Value

Variable	elementary school	Average value		Information
		Hypothetical	Empirical	
Confidence	9,818	67.5	81.96	Tall
Parental support	16,501	95	92.26	Currently
Self-regulation	13,938	125	134.99	Currently

**Fig 2.** Normal curve of the self-confidence variable



**Fig 3.** Normal Curve for Parental Support Variables



**Fig 4.** Normal Curve of Self-Regulation Variables

The results of the analysis using the multiple regression analysis method show that there is a significant positive relationship between self-confidence and parental support with self-regulation Ad Durrah IT Middle School student . This can be seen from the results of data analysis using the SPSS ( *Statistical Packages For Social Science* ) program version 23 for Windows. The discussion will start with the relationship between the first independent variable and the dependent variable and will continue with the relationship between the second independent variable and the dependent variable, then the discussion will end with the relationship between the first and second independent variables simultaneously with the dependent variable. Based on the results of research analysis in SMP IT Ad Durrah , it is known that there is a significant positive relationship between self-confidence and self-regulation as seen from the coefficient value ( $R_{xy}$ ) = 0.640 with  $p = 0.000 < 0.050$ , meaning that there is a positive relationship of self-confidence with self-regulation The more positive self-confidence, the higher self-regulation junior high school students . Likewise with the value of the coefficient of determination ( $R^2$ ) which has a value of 0.410 , which means that self-confidence in the school contributes 41 % to self-regulation students on Ad Durrah IT Middle School .The results of the research above are supported by research results from Arjanggi, ( 2019) which shows that there is a significant positive relationship between self-confidence and self-regulation in learning. This means that the higher your self-confidence, the higher your self-regulation in learning. Confidence is a feeling and belief in one's ability to be able to achieve success by standing on one's own business and developing a positive assessment of oneself and the environment so that one can appear confident and be able to face everything calmly (in Ifdil 2018) .

Self-regulation is an effort that has students regarding knowledge about effective learning strategies and how and when to use them. Students who have self-confidence will feel that they can do assignments or exams to the fullest. Students' abilities to organize, carry out, and solve their problems or assignments in academics show that they have high self-confidence. But when viewed from the standard deviation of

confidence amounting to 9,818 and a hypothetical mean of 67.5 , with an empirical mean value of 81.96 indicating that self-confidence is in the high category , meaning self-confidence student Ad Durrah IT Middle School is classified as high .The results of the research above are supported by the results of research by Arwila (2019) where there is a positive relationship between parental independence and social support for self-regulated learning with an effective contribution of 34.2% in students of SMK Negeri 5 Yogyakarta .Parents are one important factor in the success of student learning at school. Every parent is obliged to provide support and attention that is able to make students achieve success in accordance with the goals that have been planned. Every parent certainly wants their child to be a perfectly developed individual, namely having intelligence, behaving according to the rules, having skills and being responsible in all actions. Lack of parental support for children can have a negative impact on the achievement of academic completeness. Academic completeness will be achieved if students are able to complete school assignments, attendance levels, adapt to the demands of school regulations and obtain learning outcomes in accordance with the provisions. In this case, parents influence self-regulation in learning.

As reported by Susanto (2006) that the ability to self-regulate in learning cannot develop by itself, without a conducive environment. So that individuals can develop self-regulation abilities in learning. Like the environment in the family, school, it must be able to support a child to seek self-regulation in good learning. However, when viewed from the standard deviation of parental support of 16.501 and a hypothetical mean of 95 , then the empirical mean value of 92.26 indicates that parental support is in the medium category , meaning that student's parental support Ad Durrah IT Middle School is classified as medium .From the results of the analysis using multiple regression analysis method, there is a relationship between self-confidence and parental support with self-regulation . From the results of statistical analysis, it was found that there was a significant relationship between self-confidence and parental support and self-regulation. This is indicated by the coefficient  $F_{reg} = 111.949$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.705$  with  $p < 0.05$  and  $R^2 = 0.497$ ; thus it can be concluded that parental support jointly influences self-regulation, the contribution of both in bringing about self-regulation is 49.7%, meaning that there is a positive relationship between self-confidence and parental support with self-regulation, the more positive self-confidence and parental support, the higher the self-regulation Ad Durrah IT Middle School students .Confidence is a person's belief in all aspects of the advantages they have and this belief makes them feel capable of being able to achieve various goals in life (Hakim, 2002).

Confidence is not a talent or innate in oneself, but rather a person's mental quality, meaning that self-confidence is an achievement resulting from the educational process. A person's self-confidence is also influenced by the level of ability they have. Confident people always believe in the actions they take and are responsible for their actions. This certainly makes the learning process easier. Support from parents and teachers can realize that children make mistakes, and therefore need to be told what their mistakes are and the alternatives they can take, then we can be sure that these children will grow up with a strong sense of responsibility including showing conditions as individuals with learning responsibilities . The family is the main and first source of education because all human knowledge and intelligence is first obtained from the family and family members. A school is a teaching institution that has the duty to help parents but is not fully responsible for the teenager's education. In conclusion, this initial study provides conservators, artists and conservation scientists information on the composition of artist paints manufactured in Brazil.

#### IV. ACKNOWLEDGMENTS

There is a relationship between self-confidence and parental support with self-regulation. This is shown by the coefficient  $F_{reg} = 111,949$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.705$  with  $p < 0.05$ , meaning that there is a positive relationship between parental confidence and support and self-regulation, the more positive the self-confidence and parental support, the higher Ad Durrah IT Middle School students' self-regulation. Likewise with the value of the determinant coefficient ( $R^2$ ) which has a value of 0.497, which means that student self-confidence and the support of the student's parents contribute 49.7% to the self-regulation of SMP IT Ad Durrah students.



## V. SUGGESTION

It is recommended that future researchers conduct research with other independent variables that contribute to self-regulation because of the contribution of self-confidence and parental support to self-regulation already 49.7%. So that later it will enrich the discussion on *self-regulation* in various other variables

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