The Relationship between Self Efficacy and Classroom Climate with Self Regulated Learning Students of SMA Negeri 11 Medan

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Abstract

This study aims to determine the relationship between self-efficacy and classroom climate variables with self-regulated learning of SMA Negeri 11 Medan students. This study uses a correlational approach, which is to determine the relationship between research variables. The population is all students of SMA Negeri 11 Medan as many as 255 students. The sample is 160 students. Samples were taken using random sampling techniques.Data collection techniques used three scales, consisting of a scale of self-efficacy, classroom climate, self-regulated learning.The data collection technique used was a Likert scale questionnaire. Data analysis was performed using the Multiple Linear Regression formula. The results showed that there was a significant positive correlation between self-efficacy and self-regulated learning $r_{xy}=0.349$ with p $=0.003$, this means that the higher self-confidence, the higher self-regulated learning. The coefficient $=r^2 0.122$. This shows that self-regulated learning is shaped by self-efficacy with a contribution of 12.2%.. There is a significant positive correlation betweenclassroom climateand self-regulated learning, where the coefficient of $r_{xy}=0.636$ with p $= 0.000$, this means that the higher the family support, the higher the self-regulated learning.

The coefficient of r squared for family support with the dependent variable on self-regulated learning is $= 0.r^2 0.407$. This shows that self-regulated learning is formed by family support with a contribution of40.7%. In addition, based on the results of data analysis, there was a significant relationship between self-efficacy andclassroom climatewith self-regulated learning, where the coefficient of $r_{xy}=0.639$ with p $= 0.000$ means p <0.050. The determinant coefficient (r^2) of the relationship between self-confidence, family support and the dependent variable of self-regulated learning is $=r^2 0.408$. This shows that self-regulated learning is formed by self-confidence and family support with a contribution of 40.8%.

Keywords: Self regulated learning, self efficacy, classroom climate

Introduction

Education according to Law no. 20 of 2003 concerning the National Education System is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, noble moral intelligence and the skills needed by themselves, society, nation and country (Junaedi, 2019; Pristiwanti et al., 2022).

According to Syah (2010) the factors that influence student learning include internal factors, external factors and learning approach factors. Internal factors, namely factors that come from within the students themselves include two aspects, namely physiological aspects and psychological aspects, external factors, which consist of the social environment, non-social environment, learning approach factors, namely the effectiveness of the strategies used by students in supporting the effectiveness and efficiency of the learning process.

Learning strategies should be things that must be applied by students, but in reality

so that in the end students will be able to have the ability to regulate and develop themselves from the education they receive in educational institutions or better known as self-regulation (Tajuddin, 2017).

Self regulated learning is the ability of a learner to direct himself in dealing with academic situations (Zimmerman, 1998). Pintrich (Mukhid, 2008) defines self-regulated learning as an active, constructive process, in which learners set learning goals and are guided by their goals. Ormrod (1999) also states that self-regulated learning is the regulation of cognitive processes and learner behavior in order to achieve success in learning.

One of the factors that influence self-regulation learning is self-efficacy. Students who have good self-efficacy will definitely apply self-regulated learning skills which include setting goals for their performance, planning and managing time, having positive beliefs about their abilities, paying attention to and concentrating on instructions, organizing effectively, repeating and coding information, assigning conducive environment, use social resources effectively, focus on positive influence, make attributions of failure and success (Sadi & Uyar, 2013). Students are expected to be able to make a commitment to the goals to be achieved. The achievement of the goals can be seen from the learning achievements achieved by students, with high achievements students have good knowledge. Students are expected to have self-efficacy so that students will study harder, be tenacious, diligent and have full concentration in the learning process. Students must be able to increase interest in learning so that students can apply self-regulated learning to themselves (Pintrich, 1999).

If someone has high self-efficacy, then that person will tend to be an active person, able to handle difficult situations well, set goals, plan and prepare everything, try their best, be able to solve problems creatively, learn from mistakes and can control their stress (Kreitner & Kinicki, 2001). Kreitner and Kinicki also mention that people with low levels of self-efficacy will tend to be passive, avoid difficult tasks, have low commitment, focus on self-deficiencies and become low self-esteem or give up when they experience failure. Kreitner & Kinicki further explained that blaming self-deficiencies or unlucky when experiencing failure, easily stressed and depressed, and thinking about the reasons for the failure experienced is the impact of low self-efficacy. These things can lead to failure in the problems or challenges it faces (Kreitner & Kinicki, 2001).

Self-efficacyhas become one of the motivational components that gives the greatest influence in the academic field. Students who have high self-efficacy prefer to accept challenging assignments, put more effort into doing their assignments and use more effective learning strategies (Schunk & Ertmer in Eggen & Kauchak, 2013). The same thing was stated by Pintrich and De Groot (1990) who found that students who have high self-efficacy will use various learning strategies with self-regulation systems. These things can be an indication of the high level of self-regulated learning that students have.

The environment in which students learn is one of the factors that can support them in achieving learning achievement. According to Surya (in Kertamuda, 2008), a conducive environment, both the physical, social and psychological environment can grow and develop motives to work and study well and productively.

In the school environment, namely the atmosphere where the teaching and learning process takes place will have a close relationship with the student learning process (Jumrawarsi & Suhaili, 2020). The link in question includes the classroom atmosphere experienced by students which will influence their learning methods. The atmosphere experienced by students in the class is commonly called the classroom climate. The term classroom climate is used to represent other words such as learning environment, group climate, and classroom environment (Subiyanto & Hadiyanto, 2003).

Class climate is a psychological state and social relations are formed in the class as a result of interactions between students and teachers, and between students and other students Rawnsley & Fisher (in Ningrum, 2014). According to Bloom (in Tarmidi & Wulandari, 2005), class climate can interpreted as conditions, influences, and stimuli from outside which include physical, social, and intellectual influences that affect students. Hadiyanto (2016) class climate is any situation that arises as a result of the relationship between educators and students or the relationship between students which is a special feature of the class and influences the teaching and learning process.

Based on the results of observations of class climate in students at SMA Negeri 11 Medan, there are still students who are afraid to ask questions when they do not understand the material presented by the teacher, to ask something that is not clear none of the students want to ask questions, there are still students who do not do assignments from teachers, and students who are less compact when discussing because only smart students represent their groups to submit opinions because other students don't want to take turns.

The learning process is basically a process of learning interaction between teachers and students and students with other students. The success or failure of an interaction learning process is influenced by many factors, both factors from the teacher himself, students, supporting facilities and the atmosphere of the learning interaction. It is very important to create a conducive classroom climate so that the goal is to achieve harmonious relations between teachers and students and between students, a learning atmosphere that is cool, pleasant, calm without hostility, a meaningful learning atmosphere and a non-rigid learning atmosphere in the classroom can be realized (Sudarwan & Danim, 2010).

Based on the above phenomenon and the results of several concepts or opinions of other people, the researcher will conduct a study entitled "Relationship of Self Efficacy and Classroom Climate with Self Regulated Learning Students of SMA Negeri 11 Medan".

Research methods

This type of research is quantitative research with a correlational approach (Neuman, 2003). The correlational approach is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. The correlational approach is used to detect the extent of variations in another factor, based on the correlation coefficient (Suryabrata, 2006). In this study what will be connected are the independent variables Self Efficacy and Classroom Climate with Self regulated learning in SMA Negeri 11 Medan students.

In this study the variables studied were religiosity, the role of peers, and polite behavior. In this study, researchers used a type of correlational research.The population in this study were all students of MAN Asahan for the 2019/2020 academic year, totaling 956 students, and the research sample was 4 classes or 144 students in class X, of which 36 students served as the questionnaire trial and 108 students as the research sample. Forreliability test was carried out with internal consistency, namely by using the Alpha Cronbach technique. The reason for using the Alpha Cronbach technique is because it can be used to test scales or tests with a level of difficulty that is balanced or nearly balanced and can be used for dichotomous or non-dichotomous items (Hadi: 2000).

Some of the data collected in this study is data on the effect of religiosity and the role of peers on students' polite behavior. This research variable will be measured using a Likert scale questionnaire.

The data analysis method used in this study is multiple linear regression analysis techniques. Regression analysis method is a statistical technique used to examine the

relationship between the two independent variables and the dependent variable. With the formula:

$$Y = b0 + b1\ X1 + b2\ X2$$

Where :

Y	: Polite Behavior
X1	: Religiosity
X2	: The Role of Peers
B0	: The magnitude of the value of Y if X_1 and X2 = 0
B1	: The magnitude of the influence of X_1 to Y assuming X2 is fixed
B2	: The magnitude of the influence of X_2 to Y assuming X1 remains

After the data has been analyzed using multiple regression analysis techniques, it is possible to test the research assumptions, namely: the first is the Normality Test, NormalityThe purpose of this distribution normality test is to prove the distribution of research data which is the center of attention after being spread based on the normal curve principle. The second is the Linearity test, the linearity test is intended to determine the degree of relationship between the independent variable and the dependent variable. That is, does religiosity and the role of peers have a relationship with polite behavior in students.

Testing the hypothesis in this study using the Regression Equation analysis technique.

1) To examine the relationship between religiosity and polite behavior of students, researchers used a simple regression analysis technique with the equation:
$\hat{Y} = a + bx$.

2) To test the relationship between peer roles and polite behavior, the researcher used a simple regression analysis technique with the equation: $\hat{Y} = a + bx$.

3) To see whether there is a relationship between religiosity and the role of peers with polite behavior of students, researchers used a double regression analysis technique with 2 independent variables. The regression equation is:
$\hat{Y} = a + b1X1 + b2X2$

Information:

Ý	=	Predicted subject dependent variable
a	=	Y price constant value
b	=	The value of the direction as a determinant of the forecast (prediction) which shows the value of increasing (+) or decreasing value (-) Y variable
X	=	Independent variable that has a certain value to be predicted

Results and Discussion

The respective hypotheses will be tested respectively as follows:

a. There is a Relationship Between Religiosity and Student Polite Behavior

To test the hypothesis that there is a relationship between religiosity and polite behavior of students can be seen in the following table:

Table 1. Coefficients (a) Variable Religiosity with Politeness

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas	B	std. Error
1 (Constant)	-25,032	17,730		-1.412	, 161

Religiosity	,716	,158	,379	4,545	,000
Social support	,449	.086	,433	5,193	,000

a Dependent Variable: RELIGIUSITY

Based on the table above, it can be seen that the value of the correlation coefficient between religiosity and polite behavior is 0.379 with a sig. 0.000 < 0.05. Therefore the hypothesis is accepted. This means that there is a relationship between religiosity and polite behavior with a coefficient of 0.379 at a significance of 0.000 and can be said to be low. (Wasis & Yulingga, 2017).

b. There is a Relationship Between the Role of Peers and Students' Polite Behavior

To test the hypothesis "there is a relationship between social support and polite behavior of students can be seen in the following table:

Table 2. Coefficients (a) Variable Social support with Behavior Politeness

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas	B	std. Error
1 (Constant)	-25,032	17,730		-1.412	, 161
Religiosity	,716	,158	,379	4,545	,000
Social support	,449	.086	,433	5,193	,000

a Dependent Variable: SOCIAL SUPPORT

Based on the table above, it can be seen that the value of the correlation coefficient between social support and polite behavior is 0.433 with a sig. 0.000 < 0.05. Therefore the hypothesis is accepted. This means that there is a relationship between social support and polite behavior with a coefficient of 0.433 at a significance of 0.000. and it's low. (Wasis & Yulingga, 2017).

c. There is a Relationship Between Religiosity and the Role of Peers with Students' Polite Behavior

To test the hypothesis "there is a relationship between religiosity and social support with polite behavior of students can be seen in the following table:

Table 3. Model Summary Variables of Religiosity and Social Support with Politeness

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,722(a)	,522	, 512	9,965

a Predictors: (Constant), Social Support, Religiosity

Based on the table above, in the R Square Change column, a score of 0.836 was obtained, and in the R Square F Change column, the correlation between religiosity and social support with polite behavior was 0.522.

Table 4. ANOVA(b)

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regressio	11262,80	2	5631,404	56,710	,000(a)

|					
n residual	10327,378	104	99.302		
Total	21590,187	106			

a Predictors: (Constant), SOCIAL SUPPORT, RELIGIUSITY
b Dependent Variable: COURAGEOUS BEHAVIOR

Based on the table above it can be seen that the F value is 56.701 > 2.31 and sig. 0.000 < 0.05. Therefore the hypothesis is accepted. This means that there is a relationship between religiosity and social support with polite behavior of 0.522 with a significance of 0.000 and can be said to be moderate (Yulingga, 2017: 73).

Based on the analysis that has been carried out on the three hypotheses above, the results can be seen as follows:

Correlation Hypothesis Test Results between Variables
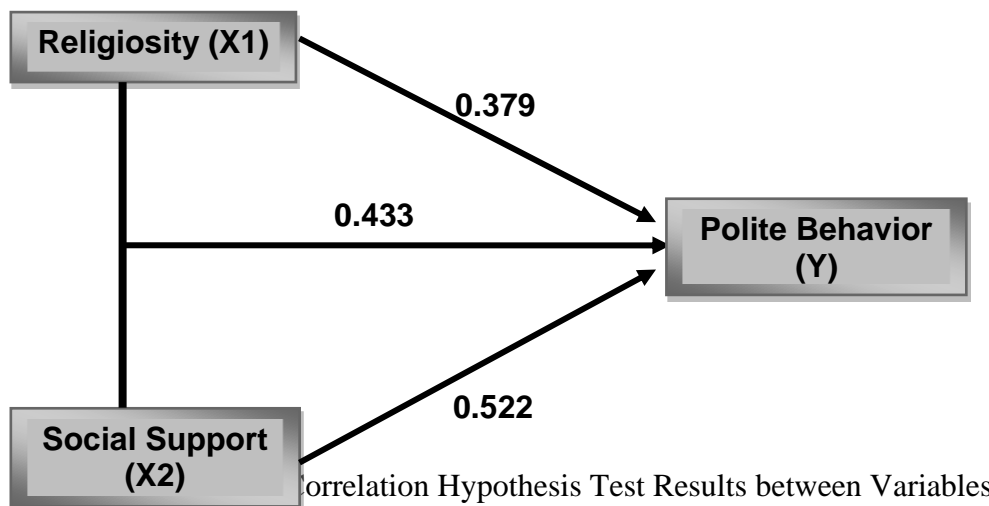
Discussion

Relationship of Religiosity with Polite Behavior

Based on the results of the hypothesis test above, it can be seen that the relationship between religiosity and polite behavior is 0.379 at a significance of 0.000. This means that coaching on religiosity affects polite behavior, namely in behaving, students become aware, planned, directed, and regular in developing and improving the behavior or attitude of beneficiaries so that they become good individuals. The beneficiaries need to develop religiosity as early as possible, the main education takes place in the family but for various reasons the family has not been able to carry out education and fostering religiosity optimally, with morals or courtesy a harmonious relationship will be created for all human beings.

With polite behavior, fights between students can be avoided, even hostility can become close friendship. On the other hand, polite behavior is more capable of gaining sympathy and creating good relations than anything else, including material things. The next place that is expected to provide religiosity education is the school, including teachers and school personnel at MAN Asahan.

Forms of children's social behavior, such as attitudes towards other people and groups of people mostly come from what is learned. This attitude is obtained from social adjustment, especially the procedures for social life. This basic social attitude can later change, due to the experiences that have occurred. The manners that children have are mostly formed through social support such as family, school, community, culture and social media.

Guidance on religiosity affects manners in behaving, students become aware, planned, directed, and organized in developing and improving student behavior or attitudes so that they become good individuals. Students need the development of religiosity as early as possible, the main education takes place in the family but for various reasons the family has not been able to carry out education and development of religiosity optimally.

Students who lack religiosity usually show behavior that lacks courtesy usually shows behavior when facing the teacher is not respectful or does not greet first, talks a lot when in front of the teacher even more so there is no benefit, when sitting in front of the teacher the teacher is not calm and shows the attitude of looking sideways or backwards and when leaving the teacher's room does not pay respects or greetings and is prejudiced against the teacher and this can be influenced by social support that is not good.

Whereas students with good religiosity will show good polite behavior and respect teachers or school officials and be able to maintain attitudes in adapting to social support and look good, clean and this is obtained from good social support as well.

Relationship between Social Support and Polite Behavior

Based on the results of the hypothesis testing above, it can be seen that the relationship between social support and polite behavior is 0.433 at a significance of 0.000. This means that social support has a role in shaping the behavior of polite students,because most students spend their time outside the home, such as playing with family, playing with friends with friends, hanging out in the school area and following the cultures in the surrounding environment as well as playing roles on social media, so that a lot of student behavior is formed from their social environment. so a good environment and having high polite behavior will support students to be good too, and vice versa.

Social support also plays a very important role in shaping students' polite behavior.because most students spend their time outside the home, such as playing with family, playing with friends with friends, hanging out in the school area and following the cultures in the surrounding environment as well as playing roles on social media, so that a lot of student behavior is formed from their social environment. so a good environment and having high polite behavior will support students to be good too, and vice versa.

The role of parents at home in getting used to polite behavior for their children is very important considering that most of the time children are at home. At school it may be more about strengthening the importance and meaning of behaving politely. Thus good cooperation between schools and parents in educating children is no longer limited to the division of tasks or parents fully surrendering to the school but there needs to be cooperation in implementing the educational process itself.

Forms of children's social behavior, such as attitudes towards other people and groups of people mostly come from what is learned. This attitude is obtained from social adjustment, especially the procedures for social life. This basic social attitude can later change, due to the experiences that have occurred. The manners that children have are mostly formed through social support such as family, community, culture and social media.

Relationship of Religiosity and Social Support with Polite Behavior

Based on the results of the hypothesis testing above, it can be seen that the relationship between the variables between religiosity and social support is 0.522 at a significance of 0.000. This means that both religiosity and social support have something to do with the polite behavior of students at school. Students who have high religiosity or religious level will be able to understand, evaluate, and accept themselves objectively, positively, and dynamically, especially in polite behavior. Conversely, students who have a low level of religiosity will judge and reject themselves from the existing reality. Likewise, students who interact with their social environment will contribute a lot to the behavior that they display everyday. Students who interact with the social environment as well as with the existing

culture and social media that are positive, more or less students will participate in positive behavior. Preferably, students who interact with the social environment that tend to behave negatively will more or less influence students to behave negatively.

Polite behavior that occurs in schools is influenced by internal factors and external factors. One of the internal factors is student religion, students who have high religiosity must have a polite attitude towards others, including teachers, friends or other people.

Plus external factors, one of which is social support. Where social support also influences behavior. When students are in an environment that has good behavior such as high polite behavior, then gradually these students will be affected by their behavior.

Polite behavior is an attitude that reflects the attitude of a person or oneself towards other people with the aim of respecting other people in their behavior. People who have good manners mean they have ethics and know how to place themselves in various lives. Manners are very necessary in interacting and associating so that there is harmony in behaving.

Politeness which is the culture of our ancestors today has been forgotten by some students. Politeness that really upholds the values of respect for others, young people respect the old, and the old respect the young is no longer visible in this modern school environment. The loss of courtesy for some students is one of the causes of the lack of formation of student behavior. Not maintaining this polite attitude can have a negative impact on the nation and culture of Indonesia, which is known as a nation that can uphold moral values in civilized life.

This polite attitude is not only learned in schools, but schools need to design a mechanism for implementing a culture of courtesy in school life. In addition, schools work with parents or families to play a role in familiarizing good manners for their children at home and in the surrounding environment.

Students must be able to use noble morals, avoid all despicable morals. Students must respect the teacher when walking when facing him, they must also have politeness and not sit in their seats and so on. Using ihsan in speaking, namely with good words are words that are cool to listen to, the voice is not too loud nor too soft, other than that the words are ihsan.

BBased on the results of research at MAN Asahan there are students who experience less polite behavior both towards teachers and other students. There are students who experience problems with lack of manners such as not reprimanding the teacher when passing, calling friends with harsh words, and ignoring the teacher's explanation when they are advised after making mistakes against other people.

Many students who experience violations of school rules in terms of moral development. Mocking the teacher, singing in class during class hours, considering the teacher as a friend of the same age, even giving nicknames to teachers he doesn't like, lack of respect for older people, especially to educators in a dismissive manner.

Religiosity is one of the main factors in life. The behavior of carrying out what is ordered and staying away from what is prohibited by religion will give a feeling of closeness to God, a feeling that prayers are always answered, a sense of calm, and so on. So that the individual's daily behavior truly reflects the teachings of his religion. Individuals with high religiosity have at least some knowledge of their religious teachings regarding the basics of belief, scriptures, worship rules that become the basis of individuals when going to perform worship. Carrying out what is ordered by religion is not only in the obligatory worship, but also how individuals apply the knowledge they have in all aspects of their lives.

Social support also plays a very important role in shaping students' polite behavior.because most students spend their time outside the home, such as playing with family, playing with friends with friends, hanging out in the school area and following the cultures in the surrounding environment as well as playing roles on social media, so that a lot of student behavior is formed from their social environment. so a good environment and having high polite behavior will support students to be good too, and vice versa.

Conclusion

Based on the results of the research conducted, the researcher can conclude that the first is that there is a relationship between religiosity and polite behavior with a coefficient of 0.379 at a significance of 0.000 (low). Guidance on religiosity influences polite behavior as in behaving, students become aware, planned, directed, and organized in developing and improving behavior or attitudes so that they become good personalities and polite behavior that is better able to gain sympathy and create good relations. Secondly, there is a relationship between social support and polite behavior with a coefficient of 0.433 at a significance of 0.000 (low). Social support has a role in shaping students' polite behavior, because most students spend their time outside the home, such as playing with family, hanging out in the school area and following the cultures in the surrounding environment as well as playing roles on social media, so that a lot of student behavior is formed from their social environment. So a good environment and having high polite behavior will support students to be good too, and vice versa. And the third, there is a relationship between religiosity and social support with polite behavior of 0.522 with a significance of 0.000 (moderate). Religiosity and social support both have something to do with polite behavior of students at school. Students who have high religiosity or religious level will be able to understand, evaluate, and accept themselves objectively, positively, and dynamically, especially in polite behavior.

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