How are the Parents Involvement, Peers and Agreeableness Personality of Lecturers Related to Self-Regulated Learning?

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Abstract: Student learning in higher education is influenced by parental involvement, peer support, and lecturers' perceptions of agreeableness. This research aims to examine the correlation between parental involvement, peer support, and the perception of personality agreeableness of lecturers on self-regulated learning (SRL) students. This research is a correlational field research model with a quantitative approach. The respondents of this research were 250 students of Yogyakarta State Islamic University who were obtained using a purposive random sampling technique. Data collection uses a scale of SRL, parent involvement, peer support, and perception of the agreeableness personality of the lecturer. Regression analysis is used as a data analysis technique. The results showed that there was a positive and significant correlation between parental involvement with SRL, peer support with SRL, personality perception agreeableness lecturers with SRL, and parental involvement, peer support, and perceptual personality agreeableness of lecturers together with SRL with an effective contribution (R2) of 15.1%. It was concluded that the involvement of parents, peer support, and perception of personality agreeableness of lecturers related to SRL of students. Therefore, to see student SRL can be seen based on the involvement of parents, peer support, and students' perceptions of the personality agreeableness of their lecturers.

Keywords: *Lecturer agreeableness, parent involvement, peer support, personality perception, self-regulated learning.*

Introduction

Higher education is the highest level of education which aims to shape a person to study independently and play a greater role in social life (Carter et al., 2019). Learning in college is different from learning at the high school level. Learning in higher education requires individuals to be accountable for their thoughts and actions so that individuals are awakened and empowered to their potential (Khan, 2017). When the child has taken tertiary education, based on physical and psychological, he is in the late adolescent phase and the course of his studies entering the early adult phase. Their psychological condition is different compared to when primary or secondary education. They are more responsible think flexible, open, adaptive, and individualistic (Cortina, 2017; Santrock, 2008). This phase is known as a period of regulation, a period of emotional tension, a period of commitment, a period of change in values, and a period of adjustment to a new life (Basso et al., 2019).

Individuals are more responsible and must release their dependence on independence to carry out their new roles and tasks by their expectations, including new tasks related to learning. The same thing was stated by Wiguno et al. (2020) that this phase has the characteristics of growth and maturity of self-concept that move from total dependence towards self-directed. This phase requires a person to have a high motivation to learn, carry out strict self-control, be proficient in using several learning strategies in learning different material, as well as evaluating the process that has been done (Converse et al., 2019; Woolfolk, 2008). Meanwhile, Yerdelen and Sungur (2019) added that classroom management and mastery goals were predictors of an individual's ability to regulate himself in mathematics learning.

Having a high motivation to learn, independence, self-regulation, and direction, and being responsible is an important characteristic of student learning. These characteristics are identified as someone who is doing self-regulated learning

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namely learning by activating aspects of motivation, cognitive learning strategies, and metacognitive regulation (Teng & Zhang, 2018; Zimmerman, 2002). Thus self-regulated learning is important for students to develop their potential. Based on the initial assessment, the three biggest factors that encourage them to do self-regulated learning are the involvement of parents, peer support, and perceptions about the personality of the lecturer. Parental involvement was mainly obtained in undergraduate students at 83% or out of 200 people (Allen & White-Smith, 2018). They stated that the determination of the campus, the determination of study programs, to where they lived during college was more determined by parents.

In master level students, the involvement of parents is not as high as that of undergraduate students at 74% or out of 40 people. This is due to the average master's students already working. This shows that they are already economically independent. This condition causes parents not to be so involved in their studies (Bui & Rush, 2016). On the other hand, master students are on average not yet married. This condition causes them to still ask for the involvement of parents in their studies. Involvement of parents for example in the selection of study programs. The problem of residence of parents gives freedom. At the doctoral level students, 85% or out of 10 people, the involvement of parents in the form of moral support in the form of prayers so that they are given ease and fluency during their studies. Some doctoral students convey parents' support in the form of physical/physical assistance by leaving their children during their studies (Vera et al., 2017).

Peer support, for undergraduate students reaching 91% or out of 200 people, master level students reaching 83% or out of 40 people, and doctoral level students reaching 67% or out of 10 people. They say peers are very important in a variety of things, such as boarding together to take breaks when there are class breaks, borrowing lecture notes, borrowing money, taking care of administration/study permits, discussion of lecture material, discussion of reports research, even when there are problems with family, lecturers, or with their friends (Rebeiro Gruhl et al., 2016). The perception of personality agreeableness lecturers considered important by students. At undergraduate students this reached 92% or out of 200 people, master level students reached 71% or out of 40 people, and doctoral level students reached 47% or out of 10 people. The softness and friendliness of the lecturers greatly inspired their academic journey (Mpungose, 2020). When there are students who are not carrying out assignments, forgiving lecturers become a remedy for them especially for students who forget or even neglect to do their assignments. In the end, cooperative lecturers become highly desirable students.

The description implies that parental involvement, peer support, and the perception of the agreeableness personality of the lecturer influence the student's self-regulated learning. Parent involvement is the dedication given by parents to certain domains (Boonk et al., 2018). Meanwhile, Alfikalia's research (2017) shows that 91.7% of students stated that their parents were involved in their education. Parent involvement is shown in various forms such as financial support, emotional support, study monitoring, material support, determining majors, helping to understand learning material, determining the chosen campus, life being directed and organized, and having positive perceptions of parents. These forms of parental involvement make it possible for individual students to have self-regulated learning, that is, individuals who have strategies in managing their cognition, motivation, and learning behavior.

Literature Review

Self-Regulated Learning

Self-regulated learning is a situation where individuals who learn as controllers of their learning activities, monitor motivation, and academic goals, manage human resources, and become actors in decision-making and implementing in the learning process (Bandura, 1986; Mustaqimah, 2019). In line with this, Zimmerman (2002) stated that self-regulated learning is a person's ability to actively participate in learning, both metacognitive, motivational, and behavioral. Metacognitively, individuals plan, organize, instruct themselves, monitor, and evaluate their learning processes. Motivational, individuals are motivated so that they have confidence in their abilities and independence. Behaviorally, individuals select, arrange and organize the environment so that learning is more optimal. A person is said to be a self-regulated learner if he applies the following three aspects to his learning, namely the regulation of cognition, motivation, and behavior (Oppong et al., 2019; Zimmerman, 2002).

Cognition meant here is a cognitive and metacognitive regulatory strategy. Cognitive regulation strategies include repeating strategies. Include attempts to remember material by repeating it continuously. Exercise is the process of repeating information to help remember information (Tangen & Borders, 2017). The elaboration strategy reflects deep learning by making a summary of the material using the sentence itself. This is a type of encoding of information that is done by connecting new information with information that has been stored in long term memory. Organizational strategies include deep processes in the use of various tactics such as taking notes, drawing diagrams, or charts to organize subject matter in several ways. Strategy to regulate metacognition two things need to be examined related to metacognition, namely metacognitive knowledge and regulation (Pennequin et al., 2020; Woolfolk, 2008).

Metacognition knowledge refers to student knowledge about cognitive abilities possessed (Al-Gaseem et al., 2020). Metacognition knowledge consists of three sub-knowledge which facilitates aspects of metacognition reflection namely

declarative knowledge, procedural knowledge, and conditional knowledge (Aşık & Erktin, 2019). Metacognition knowledge develops with age and one's experience, which is relatively stable.

Motivational regulation strategies involve several activities in which a person with a specific purpose tries to start, organize, or increase the willingness to start, to prepare for the next task, or to complete a certain activity or according to the purpose. Motivational regulations include mastery self-talk, extrinsic self-talk, relative ability self-talk, relevant enhancement strategies, situational interest enhancement strategies, self-consecrating, where someone sets and prepares themselves with intrinsic consequences to be consistent in learning activities, and structuring environment strategies (Mäenpää et al., 2019). Strategies for regulating behavior involve individual efforts to control visible behavior. A person might also arrange his time and study the atmosphere by arranging learning to use a schedule and making plans when going to study (Hailikari et al., 2018). A person who regulates behavior is shown by the following indicators, regulating effort; manage time and place by making a study schedule to facilitate the learning process; and try to get help from peers, teachers, and adults.

The description shows that the aspects of self-regulated learning include cognitive regulation strategies, motivational regulation strategies, and behavioral regulation strategies. Factors that influence self-regulated learning consist of psychological factors such as knowledge, self-discipline, and differences in scientific and non-psychological disciplines such as campus type and learning methods (Sun et al., 2018). Between the two factors complement each other. This means that it cannot be said that a self-regulated learner is only determined by psychological or non-psychological factors. Both psychological and non-psychological factors together or partially can affect self-regulated learning (Liu, 2017). Parent involvement, peer support, and lecturer personality are psychological factors that influence or determine student self-regulated learning.

Parent Involvement

Parent involvement is the dedication of parents given to their children, covering the attention, thoughts, feelings, attitudes, and role models of parents. Meanwhile, Papadakis et al. (2019) explain that parental involvement is the role played by parents as a form of parental control over the lives of their children by involving themselves in the development of their children's lives. Batool and Raiz (2019) also reinforce this by revealing that parental involvement is mental participation that is accompanied by contributions and responsibilities. Meanwhile, Đurišić and Bunijevac (2017) define parental involvement as parental participation in their children's education and experience. Strandbu et al. (2019) explain parental involvement through types of parental involvement including participation, where parents are actively involved with children; accessibility, where the parent is with the child; and responsibilities regarding parental responsibility for the care and welfare of children. Parental involvement of children with a tertiary education includes campus selection, financial support, and involvement in health and welfare, and student development (Lowe & Dotterer, 2018).

In line with (Lowe and Dotterer, 2018; Mayer et al. (2019) found that the form of parent involvement with college children is seen from parents communicate with their children 2-3 times a week, parents come during orientation week, and parents come to visit children 1-2 times per semester. Meanwhile, Jeynes (2017) revealed that the forms of involvement of parents with their college children are communicating about study progress, giving advice, health and welfare issues, managing stress, choosing majors, managing finances, dealing with friendship issues, parents communicating with campus related to the progress of studies and other matters related to their children on campus.

Based on the forms of parental involvement, five aspects of parental involvement in children's lectures can be identified including campus selection, attendance, attention, support, control, and communication (Jay et al., 2018). Attendance shows the physical presence of parents in children's college activities. The physical existence of parents is seen as a positive or pleasant stimulant for children. Positive stimulants will be received by the child's senses and passed on to the brain, then the brain conveys messages through the senses such as eyes, mouth, and hormonal. A positive response by the eye will be shown through a bright and radiant look. Likewise, the appointment of a mouth for a positive response can be seen in a child's smile, meaning that the child will beam when his parents are present on campus (Stålberg et al., 2018). Bright and sparkling eyes and radiant mouths can excite high learning enthusiasm. In this condition, children are internally motivated. This is one indicator of a self-regulated learner.

Peers

Peers are a source of emotional support throughout the transition of adolescence (Wentzel et al., 2016). Peers are also a source of reference for adolescents about various things, can also provide opportunities for adolescents to take on new roles and responsibilities through encouragement (Nesi et al., 2018). Friends who become peers can be cognitive and emotional sources from childhood through old age; they can even strengthen self-esteem and feelings of happiness. This reinforces the findings of Ferrer-Cascales et al. (2019) earlier than peers can help or benefit a lot of children who have social and family problems, improve the school climate, and improve social skills. The agreeableness personality is one of the dimensions or traits of the big five personalities that was pioneered by Allport and Cattell since 1960.

The big five personalities are used by Allport and Cattell to see human personality through traits that are arranged in 5 personality dimensions, formed using factor analysis (Allport, 1967; Baumert et al., 2017). The big five personality divides personality into 5 traits consisting of openness, conscientiousness, extraversion, agreeableness, and neuroticism. These five traits are present in everyone but their levels are different. A person's personality will have one dominant traits. Based on the five major personalities, there are at least two points related to peer support. Peers tend to be more open. This is understandable because they are of the same age and emotional level. So that they feel in the same condition and situation. At the point of awareness, at the same age, they have the same level of thinking and awareness about the condition at hand. This becomes an awareness driver for them to support each other in facing problems. This explanation is by the results of research which state that relationships with friends and the existence of strong social support will form good self-regulation for students and be able to form competencies that must be achieved as a whole as capital to become humans who are aware of the environment, science, and society (Latipah et al, 2020).

Lecturers Agreeableness

Agreeableness is a personality trait that manifests itself in individual behavioral characteristics that are sympathetic, cooperative, warm, and caring (Caliskan, 2019). Agreeableness is also related to interpersonal skills. Agreeableness describes someone who tends to be friendly, trustworthy, cooperative, generous, submissive, receptive, and has good behavior. Someone with low agreeableness scores tends to be cold, confrontational, cruel, suspicious, stingy, unfriendly, irritable, and full of criticism of others (Sholihat et al., 2020). The perception of the agreeableness personality of the lecturer is the view of the beliefs, directness, altruism, obedience, simplicity, and tenderness of lecturers.

The agreeableness personality trait has the following characteristics sympathetic, cooperative, warm, and caring, has good interpersonal skills, and tends to be friendly, trustworthy, generous, submissive, and receptive. Lecturers with an agreeableness personality are lecturers, one of whom has trust (Babar & Tahir, 2020). Trust is the foundation of a relationship. A relationship between two or more parties will be established if there is trust between the two or more parties. According to David Schoorman et al. (2016) trust is one's willingness to be sensitive to the actions of others based on the expectation that others will take certain actions on people who trust them without depending on their ability to supervise and control them. David Schoorman et al. (2016) explained that people who are trusted have the will and sensitivity to the expectations of others who believe that their actions play a very important role. The will is very essential for a self-regulated learner. Thus lecturers who are perceived as students have trust are seen as able to encourage students to have self-regulated learning. In other words, students who perceive their lecturers as trustworthy lecturers are potentially able to increase self-regulated learning (Sletten, 2017).

Methodology

General Background

This field research uses a quantitative approach, namely the process of finding knowledge using data in the form of numbers as a tool to analyze information about what you want to know, with a correlational model, which is correlating between the independent variable and the dependent variable (Latipah, 2015). In this case, it correlates between parental involvement and student self-regulated learning, between peer support and student self-regulated learning, between the agreeableness personality perceptions of lecturers and student self-regulated learning, and between parental involvement, peer support, and perceptions of lecturers' agreeableness personality together with students' self-regulated learning.

Participants

Participants in this research were both male and female students of the Universitas Islam Negeri Sunan Kalijaga at the undergraduate (S1), master (S2), and doctoral (S3) levels. Participants have characteristics that include being recorded as active students in the current semester, aged between 18-23 years (S1), 23-25 years (S2), and 26-40 years (S3). The fulfillment of these criteria is carried out to control the level of education and age for each level of education. The sampling technique used purposive random sampling which was carried out by determining the level of education, determining 7 classes from 3 levels of education, namely 4 classes of undergraduate education (200 students and each class took 50 students), 2 classes of education level S2 (40 students and each class have 20 students), and 1 class for doctoral education (10 students). Thus the total number of participants who filled the scale was 250 people. The details of the participants who participated in this research can be summarized in Table 1 below.

Table 1. Profile of Research Participants

Program/Level	Gender		Age Range
	Male	**Female**	
Undergraduate (S1)	86	114	20-22
Master (S2)	16	24	24-26
Doctoral (S3)	7	3	30-38
Total	**109**	**141**	**250**

Note: All participants are willing to contribute to the research

Based on Table 1, the number of females at both the undergraduate, master, and doctoral levels is higher than that of males. This is related to the level of student academic achievement, where female students do better in academic achievement than males. In terms of the chance of dropping out, females are smaller than males (Latipah 2015; Woolfolk, 2008). As shown in several studies that the one that causes female to be better in academic achievement and less likely to drop out is because female are shown to have higher learning motivation than male, and females are also more diverse in using learning strategies, which are adjusted accordingly with material characteristics (Latipah, 2015). Motivation and learning strategies are two determining factors in educational success.

Data Collection Instruments

There are four scales used, namely the parental involvement scale (PIS), the peer support scale (PSS), the lecturer agreeableness personality perception scale (LAPPS), and the self-regulated learning scale (SRLS). PIS involves 6 aspects of parental involvement including campus selection, attendance, attention, support, control, and communication. PSS involves 4 aspects, namely emotional support, appreciation, instrumental, and informative support provided by peers. LAPPS refers to the agreeableness personality theory as one of the traits of the big five, involving six aspects, namely trust, straightforwardness, altruism, compliance, modesty, and tendermindedness (Graziano & Tobin, 2017). Meanwhile, SRLS involves 3 aspects, namely cognitive regulation, motivation regulation, and behavior regulation.

Furthermore, the number of statements contained in the questionnaire used to collect data was 83 items. These items are continuously composed of several closed statements that ask each respondent's views on the experiences they experience in their daily life. Each statement in the questionnaire contains five answer options according to a Likert scale. The eighty-three items are divided into four parts, namely the parental involvement scale (PIS), the peer support scale (PSS), the lecturer agreeableness personality perception scale (LAPPS), and the self-regulated learning scale (SRLS). The number of statement items on the parental involvement scale (PIS) was 18 items. This item used refers to previously developed PIS items that can reveal the involvement of parents from two different groups in the world of school and children's daily life (Freund et al., 2018). The statement items on the peer support scale (PSS) are used as many as 17 items. This item used refers to previously developed PSS items that can reveal problems faced by a person through peers (Boyes et al., 2018). The statement items in the lecturer agreeableness personality perception scale (LAPPS) section were used as many as 27 items. This item used refers to LAPPS items that have been carried out by previous researchers who can diagnose the traits most desired by students (Tan et al., 2018). The statement items in the self-regulated learning scale (SRLS) questionnaire used as many as 21 items. The item used refers to the SRL item that has been done by previous researchers who can measure students' SRL validly and reliably (Teng & Zhang, 2016). Furthermore, the eighty-three items of the closing statement were then tested for validity and reliability to determine which items were valid and reliable.

The measurement of the four scales follows the summated rating method from Likert, which is modified by using 5 alternative answers, namely rarely (AN), rarely (RY), sometimes (SS), often (ON), and almost always (AA). The score for the PIS answer ranges from 1 to 5. The scoring criteria include AN answers getting a value of 1, RY's answer getting a score of 2, SS's answer getting a score of 3, ON's answer getting a score of 4, and an AA answer getting a score of 5. If the higher the score is obtained participant, the higher the level of students in these variables. Conversely, the lower the score obtained by the participant, the lower the level of students in these variables.

Research procedure

Data were collected at the Universitas Islam Negeri Sunan Kalijaga, according to the faculty and level of education. The undergraduate education level is carried out at the Faculty of Teacher Training and Education and the Faculty of Social and Humanities, the master's level is carried out at the Postgraduate Program of Islamic Religious Education and Interdisciplinary Islamic Studies in the concentration of Islamic Education Psychology, and the doctoral level is carried out at the Postgraduate Program of Islamic Studies. Distribution of the scale is done by visiting them in class after or before lectures. Participants who filled were as many as 250 people. Because there were several participant answer sheets that did not meet the requirements, such as an item that was not filled in, age was not included in the category for a certain level of education, the researchers decided to choose 250 students.

The problem of method bias will always be found in research, especially in behavioral science research (Podsakoff et al., 2003). However, comprehensive control cannot be done, There is even disagreement about whether method bias is a problem for researchers in the behavioral sciences (Podsakoff et al., 2012). Bias can occur from: selection, information, and confounding. The bias that may occur in this study is information bias, namely the tendency for the first measurement error to produce an extreme value that shifts to the middle value on the next measurement which can cause a bias called regression to the mean. For this reason, researchers have carried out various procedural remedies and statistics that are needed to control and minimize method bias in research, by (1) Compiling statement items in positive and negative proportions; (2) trying to guarantee and maintain the level of validity and reliability of the instruments used; (3) using a significance level of 95%; (4) to test relevant basic assumptions (normality, linearity, and multicollinearity); (5) increasing the number of samples (up to 250 people) to avoid sampling errors; (6) involving two or four people in the data entry process to solve office processing errors.

Analyzing of Data

The research hypothesis formulated is that there is a positive correlation between parental involvement and student self-regulated learning, between peer support and student self-regulated learning, between student perceptions of the agreeableness personality of lecturers with student self-regulated learning, and between parental involvement, peer support, and the agreeableness of the lecturers together with students' self-regulated learning. With this hypothesis, the analysis technique used is the regression analysis technique with the help of the IBM SPSS Statistics 23 Program. This study aimed to examine: the correlation between parental involvement and SRL; the correlation between peer support and SRL; the correlation between students' perceptions of the agreeableness personality of lecturers and SRL; and the correlation between parental involvement, peer support, and students' perceptions of the agreeableness personality of lecturers together with SRL. Referring to the purpose of this study, the analysis technique used is multiple regression analysis. So, this study does not use the step-wise method, because it does not aim to determine which independent variable influences the dependent variable more. Before testing the hypothesis using multiple variables, several requirements have been met in this study, namely: interval type data, normally distributed data and linear, non-multicollinearity, and non-outliers.

As stated above, before testing the hypothesis using multiple variables, several basic prerequisite tests were carried out first, including normality, linearity, non-multicollinearity. The normality test uses the One-Sample Kolmogorov Smirnov Test with the results as shown in Table 2. The linearity test based on the significance value shows that the relationship between each of the independent variables with SRL has a linear relationship because the significance value is> 0.05 (Table 2). Multicollinearity test to show no correlation between independent variables. Based on the value of the variance inflating factor (VIF) and tolerance, it is shown that the VIF value is> 10 and/or the tolerance value is <0.01 (Table 3). This shows that there is no multicollinearity between free variables in this study. After the normality test was carried out, the research data proved to be normally distributed. Therefore, the researcher did not follow up by checking outliers. The outliers check was carried out by the researcher if the data were not normally distributed. If the data distribution is not normal, the researcher will check which outliers are, if any, then the outliers are discarded because they are not normal.

Validity and Reliability of the Research Scale

The validity test of the self-regulated learning scale (SRLS) produces a coefficient that moves between −0.058 to 0.864, and the Cronbach's alpha coefficient is 0.926. By testing at the 5% significance level, as many as 2 of 21 items were invalid, namely items number 20 and 21. The correlation coefficient for valid items moved from 0.472 to 0.864. Thus, the number of valid items was 19 items and all of them were used in data collection to the real participant. The PIS validity test results in a coefficient that moves from 0.000 to 0.931, while the Cronbach's alpha coefficient shows 0.921. By testing at a significance level of 5%, as many as 3 of 18 items were invalid, namely items number 4, 17, and 18. The correlation coefficient for valid items moved from 0.322 to 0.931. Thus, the number of valid items was 15 items and all of them were used in the actual participant data collection.

The PSS validity test produces a coefficient that moves from 0.319 to 0.713, while the Cronbach's alpha coefficient shows 0.851. By testing at the 5% significance level, all items (17 items) were declared valid and all of them were used in the actual data collection of the participant. The LAPPS validity test produces a coefficient that moves from 0.025 to 0.628, while the Cronbach's alpha coefficient shows 0.838. By testing at the 5% significance level, 5 of 27 items were invalid, namely items number 14, 17, 20, 26, and 27. The correlation coefficient for valid items moved from 0.301 to 0.628. Thus, the number of valid items was 22 items and all of them were used in the actual participant data collection. The results of the validity and reliability of this research scale can be shown in Table 2 below.

Table 2. Results of the Validity and Reliability of the Research Scale

No.	Research Scale	Correlation Coefficient Range	Cronbach's alpha	Number of Valid Items
1.	Self-Regulated Learning Scale	0.472-0.864	0.926	19
2.	Parental Involvement Scale	0.322-0.931	0.921	15
3.	Peer Support Scale	0.319-0.713	0.851	17
4.	Lecturer Agreeableness Personality Perception Scale	0.025-0.628	0.838	22

Note: The data collection instrument is suitable for use

Based on Table 2 it is known that the items used in the scale have validity and reliability that are feasible to use, and have a proportional number of items.

Findings

Description of Research Findings

By the results of data analysis, it is known that self-regulated learning can be influenced by several variables, namely parental involvement, peer support, and Lecturers' Agreeableness Personality Perceptions. The statistical results can be seen more clearly in Table 3.

Table 3. Regression Analysis Hypothesis Test

Variable	B	SE	Beta	t	Sig.
Parental Involvement	0.391	0.091	0.256	4.300	0.000
Peer Support	0.222	0.077	0.172	2.872	0.004
Lecturer Agreeableness Personality Perceptions	0.368	0.084	0.262	4.363	0.000
F = 14.589					0.000
R^2 = 0.151					

Variable	Empirical				Hypothetical			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Self-Regulated Learning	24	92	59.05	15.181	19	95	57	12.6
Parental Involvement	27	75	57.71	10.35	15	75	45	10.0
Peer Support	30	83	60.79	12.22	17	85	51	11.3
Lecturer Agreeableness Personality Perceptions	25	83	48.71	11.27	22	110	66	14.6

Note: The number of participants was 250 students

Based on Table 3, there are differences in hypothetical and empirical data. Hypothetically, the highest mean (66) is in the agreeableness personality perception variable of lecturers, but empirically the highest mean (60.79) is in the peer support variable. While the lowest mean hypothetically was in the parental involvement variable, and the lowest average was empirically on the agreeableness personality perception variable of lecturers. The high level of peer support in research participants shows that peers have a high association with student self-regulated learning at the undergraduate, master, and doctoral levels. This means that peers are a strong factor related to student self-regulated learning. Based on when the variables studied were parental involvement, peer support, and Lecturer Agreeableness Personality Perceptions, peer support had the highest influence. This is because students personally have the same age and level of knowledge and emotion so they feel closer and more compatible. Besides, students are more concerned with peers because peers have the same character as themselves, namely the same fate, the same in many ways such as: struggling in a career, struggling to find a mate, even struggling to complete the final project. In more detail, the research results can be seen in Table 4.

Table 4. The Conditions of Participants based on Research Variables (N = 250)

Variable	Category	Frequency	Percentage
Self-Regulated Learning	Very Low (19-34.20)	24	9.60
	Low (>34.20-49.40)	40	16.00
	Moderate (>49.40-64,60)	85	34.00
	High (>64.60-79.80)	73	29.20
	Very High (>79.80-95)	28	11.20
Parental Involvement	Very Low (15-27)	1	0.40
	Low (>27-39)	14	5.60
	Moderate (>39-51)	53	21.20
	High (>51-63)	102	40.80
	Very High (>63-75)	80	32.00

Table 4. Continued

Variable	Category	Frequency	Percentage
Peer Support	Very Low (17-30.60)	2	0.80
	Low (>30.60-44.20)	22	8.80
	Moderate (>44.20-57.80)	72	28.80
	High (>57.80-71,40)	96	38.40
	Very High (>71.40-85)	58	23.20
Lecturer Agreeableness Personality Perceptions	Very Low (22-39.60)	57	22.80
	Low (>39.60-57.20)	129	51.60
	Moderate (>57.20-74.80)	61	24.40
	High (>74.80-92.40)	3	1.20
Total	**15-95**	**250**	**100%**

Note: The number of participants was 250 students

Based on Table 4, participants had moderate self-regulated learning, high parental involvement and peer support, and low perceptions of the agreeableness of the lecturers' personality. This reinforces previous research data, where peers have a high association with student self-regulated learning and have a low personality perception of lecturers' agreeableness with student self-regulated learning. In conducting the chi-square test of research data, crosstab facilities can be used, but the intention of Table 4 is not the case, not to know the relationship between variables contained in rows and columns, but to describe the frequency distribution of research data only.

Hypothesis Testing

Based on the results of the analysis, the correlation coefficient value was obtained r = 0.202 with p = 0.01 (parent involvement with self-regulated learning; r = 0.189 with p = 0.01 (peer support with self-regulated learning); and r = 0.255 with p = 0.000 (perceptions of personality agreeableness with self-regulated learning) This proves that there is a significant positive correlation between parental involvement and self-regulated learning, between peer support and self-regulated learning, and between perceptions of agreeableness personality. lecturers with self-regulated learning Thus, the results of this data analysis support the statements of hypotheses 1, 2, and 3 and are accepted as one of the conclusions of the research hypothesis.

The results of the analysis of the three independent variables jointly on the dependent variable are shown in the F value of 14.589 with a significance value (p) of 0.000. This means that the variables of parental involvement, peer support, and perceptions of lecturers' agreeableness personality are jointly associated with self-regulated learning. The contributions of parental involvement, peer support, and perceptions of the agreeableness of the lecturers' personality on the self-regulated learning variables were 4.1%, 3.6%, 6.5%, and the contribution of the three variables together the same is equal to 15.1%. Furthermore, the correlation between variables and the contribution of these independent variables can be shown in Table 5 below.

Table 5. Correlation and Contribution of Variables X_1, X_2, X_3 to Variable Y

No.	Variable	r	R^2
1.	Parental Involvement in Self-Regulated Learning	0.202	0.041
2.	Peer Support for Self-Regulated Learning	0.189	0.036
3.	Perceptions of agreeableness on Self-Regulated Learning	0.255	0.065
4.	Parental Involvement, Peer Support, Perception of agreeableness on Self-Regulated Learning	0.389	0.151

Note: The variables used are correlated if R^2 is more than 0.05

Based on Table 5, the largest contribution of each independent variable to self-regulated learning sequentially is student perceptions of the agreeableness personality of lecturers (6.5%), parental involvement (4.1%), and peer support (3.6%). However, if together, the contribution is even bigger, namely 15.1%. Based on Table 5, the majority of study subjects had moderate self-regulated learning, namely as much as 34% (85 of 250 people). Meanwhile, the involvement of parents and peer support is high, as much as 40% (102 of 250 people) for parental involvement and 38% (96 out of 250 people) for peer support. The subject's perception of the agreeableness personality of the lecturers was in a low category, namely 51% (129 out of 250 people).

Discussion

The results showed that there was a significant positive relationship between parental involvement and self-regulated learning. Thus parental involvement can be used as a predictor to determine student self-regulated learning. The presence of parents at the parent meeting with the campus, both at the beginning and at the end of lectures, encourages children in taking college (Ahlqvist-Björkroth et al., 2017). The results of this research also reinforce the findings of

Alfikalia (2017) regarding the benefits of parental involvement in their children's lectures, especially as an encouragement for learning (28.7%). In psychology, this encouragement is termed motivation. This means that the presence of parents on campus either at the beginning or at the end of lectures can arouse children's enthusiasm for college (Latipah, 2015). In this condition, parents play a very big role in the course of their studies in higher education.

Another result of this research is that there is a significant positive relationship between peer support and self-regulated learning. Thus peer support can be used as a predictor to determine student self-regulated learning. Support is providing something to meet the needs of others. Support is also defined as encouraging/motivation or encouragement and advice to others in decision-making situations (Rader et al., 2017). This is in line with the findings of this research where the mean peer support had the highest mean and highest contribution with self-regulated learning compared to parental involvement and lecturers' perceptions of agreeableness personality.

Furthermore, the ability of self-regulated learning is closely related to the condition of a person's age. The ability to self-regulate in learning begins in the early adulthood of junior high school and college. In this phase, a person can understand his own needs, the difficulties faced by abstracts, and how to solve them related to abstract or real problems. It is at this age that they have started to think openly, flexibly, and adaptively (Hoyle & Dent, 2018). Self-regulation strategies in learning generally include three kinds of strategies, namely cognitive regulatory strategies, motivational and emotional regulatory strategies, and behavioral academic regulatory strategies. Cognitive regulation is a strategy for processing information on cognitive and metacognitive activities from the simplest to the most complex. Motivational and emotional regulation are used by individuals to organize stress and emotions in learning. The regulation of motivation can shape thinking, behavior that influences the choice of something. In this regulation, girls have better abilities in managing emotions and motivation than boys (Pintrich & Zusho, 2007).

This is understandable considering they are in the same condition and fate, namely fighting for academic success. Most of them are in the cost, live far from their families so that they have a feeling of similarity a struggle. As stated by Ormrod et al. (2016) that the function of peers is to provide social, moral, and emotional support. They help each other while learning. This, for example, was shown when several respondents stated that a friend whose residence was close to the campus provided special assistance, namely that their place of residence was often stopped by for a break during the day while in college, especially if there was still a lecture in the afternoon, so they would not hesitate to stop by a close friend's house with the campus (Bourdeau et al., 2017). That's where mutual social, moral, and emotional support occurs (Francis IV & Munson, 2017). They strengthen each other so that they become excited because they feel they are not alone, but some friends experience the same message.

Not only providing moral, social, and emotional support, the respondents expressed that they strongly felt that had their peers trained their social skills such as how to express opinions and how to respect others. Especially when the lecture takes place. In addition to being a code of ethics in each lecture, the respondents acknowledged that the desire to have a very high opinion, and on the other hand, if there are friends who have different opinions, they must also learn to respect these different opinions (Kayacan & Sonmez Ektem, 2019; Lačný et al., 2018). In such conditions, they learn to control themselves, hold back their anger so as not to offend, and even conflict with friends.

Conclusion

The results showed that there was a positive relationship between parental involvement and self-regulated learning, between peer support and self-regulated learning, and between student perceptions of lecturers' agreeableness personality with self-regulated learning, and between parental involvement, peer support, and perceptions students toward the agreeableness personality of the lecturers together with self-regulated learning. This shows that the higher the involvement of parents, the higher the self-regulated learning of students; the higher the peer support, the higher the student self-regulated learning; the higher the students 'perceptions of the agreeableness personality of the lecturers, the higher the students' self-regulated learning; and the higher the involvement of parents, peer support, and students 'perceptions of the agreeableness personality of the lecturers, the higher the students' self-regulated learning.

Suggestions

Self-regulated learning is the key to academic success. For this reason, students need to make efforts to apply this self-regulated learning as much as possible in their learning. For students to have maximum self-regulated learning, students must involve their parents intensively in their studies at higher education. Make friends with peers in a positive way to support studies in higher education. The thing related to lecturers based on the findings of this research is that agreeableness personality is a personality that is positively related to student self-regulated learning. For this reason, lecturers need to support students' academic success by striving to have an agreeableness personality trait, namely lecturers who have good interpersonal skills, which is shown in a cooperative, forgiving, and kind attitude.

This research is field research with data collection methods using a scale. It would be more interesting if this research was followed up using different methods such as experiments. Research in the form of experiments carried out for future development can illustrate the results empirically of the treatment given to subjects who are subject to and are not subject to self-management methods as a comparison to the final results of the research to be obtained (Janssen et

al., 2018). This is to strengthen the research that has been done. Likewise, in the case of research participants. This research using student participants. It would be more interesting if you use a participant at a level below it such as the Elementary School level. This is with the consideration that elementary school level is the right time to instill positive values. Values in self-regulated learning such as learning motivation and proper learning methods are the right values to be instilled in elementary school age.

Limitations

This research is only correlational. Consequently, it is not strong to prove how the effect of each independent variable on self-regulated learning. The scales used in this research were only validated statistically, not yet using a more comprehensive approach such as professional judgment using the CVR (content validity ratio) validation technique. The research participants only consisted of one campus, so it was less representative to claim self-regulated learning among students. Furthermore, in this study we did not consider the gender and age of the learners as a consideration in the regression model we used. This is done to determine the generalization of student self-regulated learning that is influenced by parent involvement, peers, and lecturers' agreeableness. This is another limitation of our study that can be corrected by further researchers to conduct a more specific regression model by testing gender and age.

Acknowledgments

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