THE CORRELATION BETWEEN SELF REGULATED LEARNING AND INTERPERSONAL COMMUNICATION WHILESTUDENT'S PROBLEM FOCUSED COPING

M. Mirza Firdaus, 1531600008

mirzafirdaus008@gmail.com

(Fakultas Psikologi, Universitas 17 Agustus 1945 Surabaya)

Abstract. *Thepurpose of this study was to determine the relationship between self-regulated learning and the Interpersonal Communication Problem focused coping students who are completing the thesis. The subjects were 110 students of Islamic psychology, using calculations that have been developed by Isac and Michaeal. The data collection is done with research problem focusedcoping scale,self-regulated learningscale and interpersonal communicationscale. Statistical analysis using regression analysis, showed the correlation coefficients for 1.881E3 with p = 0.00 (P <0.05); the correlation between self-regulated learning and problem focused coping at -0008 and p = 0993 (p> 0.05) These results showed there is not relationship between self-regulated learning and problem focusedcoping,while the value of the correlation between interpersonal communication and problem focused coping amounted to 61 337, and p = 0.00 (p <0.05) in this case indicate that the relationship between interpersonal communication and problem focusedcoping.Rated R Square of 0972, or (97.2%). That are variables problem focused coping influenced by self-regulated learning and interpersonal communication at 97.2% was 2.8% influenced by other variables not examined by the study such as social support, motivation, discipline and etc.*

Keywords : *Self-RegulatedLearning,Interpersonal Communication, Problem Focused Coping*

INTRODUCTION

Thesis is the final project in which students carry out a research on particular issues using relevant theories which has been previously studied during the lecture period and it is eventually analyzed to have the result from the study. The aim of the project is to improve the students' skills in addressing the problem scientifically by conducting a research, analyzing, drawing a conclusions and making a report in the form of a paper (thesis).

In finishing their thesis some of the students face barriers and problems that come from internal factors and external factors. It can be general problems, or hard problem making the students depressed. The general problem which is often faced by the students is determining the topic of the problem, formulating the title which is appropriate with the problems and feeling difficult in finding relevant literatures or references. In addition, some obstacles experienced due to fear of seeing advisors, laptop or computer which does not work well during process of working on thesis, so excessive expectation of parents to finish this thesis soon, to problem with boy/girlfriend or a closest friend and some other internal and external problems.

Lazarus & Folkman (in Smet, 1994) c*oping* is a process in which individuals tries to manage the gap between the demands from the individual and the demands from the environment by the resources that they use in dealing the stressful situation.

Harber (in Rustiana, 2003) stated that coping also involves special skills of human being as mind, information processing, learning, memorizing and etc. the implications of *coping process does* not just happen. But also involves experience or one's thinking process.

According to Lazarus and Folkman (in Sujadi, 2016) *The Problem Focused Coping* is also influenced by the social skills that one aspect is the interpersonal communication skills, in addition the student require time management either in learning or called *Self-Regulated Learning*.

Problem Focused Coping

Problem-Focused Coping is a strategyto solve some problems, such as determine the problem, createalternative solutions, consider the alternatives related to cost andbenefit, choose one of them, and implement the selected alternative.A person can changesomething to himself and does not change the environment (Atkinson,1993). According to Lazarus and Folkman (in Smet, 1994) *Problem Focused Coping* is a way to reduce the stressor, an individual will learn a ways or new skills.

According to Santrock (Sumitro, 2012) *Problem Focused Coping* is a business or a cognitive way to understand the main cause of obstacles in adjusting and trying to deal with these barriers and their consequences directly. Andrews (Amartiwi 2008) suggested that the *problem focused coping* is coping behaviors are appropriate and effective, one of to solve the problem directly and do not avoid the problem.

Self-Regulated Learning

According to (Friedman and Schustack, 2006) Self-regulated is the process whereby a person can set their own achievement and action. Determine the targets for themselves, evaluate their success to achieve these targets and give a reward yourself as you have reached the goal. According to (Bandura's) *self-regulated learning* is a stated where people are learning as controlling their own learning activities, monitor motivation, goals academic, managing human resources and objects, as well as behavior in decision-making and implementation process in the learning process.

According to Zimmerman (in Eric CK 2011) *self-regulated learning* is a process in which students participate actively in the learning widely, including in terms of meta-cognitive, motivation and behavior. They are also proposed a model of the *self-regulated learning* to illustrate how the students actively use special strategies in learning in order to achieve an objective lesson, based on his own wishes, motivation, and meta-cognitive.

Interpersonal Communication

Trenholm and Jensen (in Suranto Aw 2011) defines of interpersonal communication as communication between two people face to face (dyadic communication). The nature of this communication is: (a) spontaneous and informal; (b) accept each other *feedback* in a maximum; (c) A participants as a flexible role. According to Trenholm and Jensen Littlejohn (in Suranto Aw, 2011) also

provides a definition of interpersonal communication *(interpersonal communication)* is a communication between others individuals.

Another definition is also stated by Devito (in Suranto Aw, 2011), interpersonal communication is deliver a message by one person and the receiver of the message by another person or a small group, with different impacts and opportunities to provide feedback immediately.

HYPOTHESIS

Based on the problem and the theories that has been described above, the researcher propose several hypotheses as follows:

1. There is a relationship between self-regulated *learning* and interpersonal communications supervisor with *problem focused coping* students
2. There is a positive relationship between *self-regulated learning* with *problem focused coping* students.
3. There is a positive relationship between interpersonal communication supervisor with *problem focused coping* students

METHODS

The subjects of this study were psychology Islamic students' in STAIN Kediri who doing their thesis that 110 people. The process of selecting a subject using *simple random sampling* that developed by Isaac and *Michael. The Problem focused coping* scale is based on the theory of Lazarus and Folkman with aspects of *Planful problem solving, Confrontative coping* and *social Seeking support,* from these aspects consisting of

two statements are *favorable* statement and *unfavorable* statement.

Self-regulated learning is a situation where some of students in learning to prioritize their time to complete the thesis in a timely manner by controlling and monitoring the extent to which these objectives have been achieved. *Self-regulated learning* scale adapted from studies that have tested the validity and reliability belong to Qurrotul A'yun2016 based on the same theory of Zimmerman.

Interpersonal communication is the relationship between students and advisor in the process of completing verbally and non-verbally.

Interpersonal Communication Scale adapted from studies that have tested the validity and reliability belong to Qonita Ulfiana2014 on the basis of the theory developed by Devito.

RESULTS

The results of multiple regression analysis obtained by F = 1.881E3 with p = 0.000 (p <0.01) means that there is very significant relationship between *self-regulated learning* (X1) and Interpersonal Communication (X2) with*Problem focused coping*(Y). These findingsindicates that hypothesisstated there is a relationship between *self-regulated learning* and the Interpersonal Communication with *Problemfocused coping is* accepted.

The results of partial correlation analysis shows:

1. The relationship between *self-regulated learning* with *Problem-focusedcoping* was obtained rx1y 1 = -0008, p = 0993 (p> 0.05) means that there is no

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significant relationship between *self-regulated learning* with *problem focused* coping.

2. The relationship between Interpersonal Communication with *problem focused coping* was obtainedrx2y-2 = 0,61.337 with p = 0.000 (p <0.01)means there is a verysignificant between Interpersonal Communication with *problem focused* coping. The higher Interpersonal Communication, The higher *Problem focused coping,* conversely the lower the student Interpersonal Communication, the lower the *Problemfocused* coping.

The contribution variable of *Self-regulated learning* (X1) and Interpersonal Communication (X2) to *Problemfocused coping* is 97.2%. Means that the variable *problem focused coping* is influenced by *self-regulated learning* and interpersonal communication at 97.2% was 2.8% influenced by other variables not examined by the researcher, such as motivation, social support, *locus of* control, *self-esteem ,*self-confidence, and others variables.

DISCUSSION

The result of this research that *self-regulated learning* and interpersonal communication has an influence on the *problem focused* coping influence from *self-regulated learning* and interpersonal communication can be seen from the coefficient determination (R2). Based on calculations, the R2 value of 0.972. means promotion give high effect is 97.2% to the *problem focused* coping, while the remaining 2.8% is influenced by other factors does not described in this study.

In this study, explained that students who complete their thesis should have good interpersonal communication with their friends and advisors. Based on the research findings and theories above, it can be concluded that interpersonal communication affect the *problem focused* coping.

In effective communication students then he will be more active in seeking a variety of information *(seeking infor-mational* support) a concern way to solve the problem in other side. The information obtained from the other side can be made that judgment about what steps he would do to solve the problem*(planful problem* solving). When the student is able to make a clear plan on how to resolve the problem, then the student will be encouraged to settle the problem in a concrete *(confrontive* coping).

CONCLUSION

Based on the research that has been done, it can be concluded that:

1. There is influence between *self-regulated learning* and interpersonal communication with *problem focused coping* students who complete the thesis.

2. There is not influence between *self-regulated learning* with *problem focused coping* students who complete the thesis.

3. There is influence between interpersonal communication and *problem focused coping* students' who complete the thesis .

SUGGESTION

After knowing the results of this study, the suggestion that can be given by researcher as follows:

1. For the Students. It is expected to work on the thesis have a strategy or plan in order to finish on time. The strategy must have is a strategy that focuses on problem solving or *problem focused coping* and supported with learning time management in that thesis is not neglected. The student also must active in seeking information related to their thesis, either at the moment guidance by the advisors or by other friends so as to obtain referrals and various reference sources that can be used in completing the thesis.

2. For Advisor. It can help the students form *problem focused coping* in completing their thesis, by making the time to learn or *master* plan, and give an understanding that the revisions provided is to build, it does not to complicate.

3. For future research. It Expected to be used as the basis for future research to expand the variable and the subject of research, such as research developed in other independent variables that the *problem focused* coping affect.

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