Do empowered beliefs fuel effective learning? Exploring how self-efficacy mediates the path from perceived social support to self-regulated learning in Islamic boarding school context

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Keyword :	Abstract
	Student in Islamic Boarding School not only get general material, but also get religious material, so the learning model in Islamic Boarding School is very dense and is required to learn independently. Therefore, psychological capacity is needed in the form of self-regulation ability or called self-regulated learning. This study aims to determine whether self-efficacy can mediate the relationship between perceived social support and self-regulated learning of student at the Islamic Boarding School An-Nur Sidoarjo after the Covid-19 Pandemic. This study uses a quantitative method with a cross-sectional study type. The population in this study were students at the Islamic Boarding School An-Nur Sidoarjo aged 12-15 with a total of 194 students. The sample size was 194 students using saturated sampling technique. Data collection tools consist of 3 psychological scales, namely Self Efficacy Questionnaire for Children (SEQ-C), Multidimensional Scale of Perceived Social Support (MSPSS), and The Short Self-Regulation Questionnaire for Taiwanese College Students (TSSRQ) to detect self-regulated learning. Data analysis used in the study was structural equation modelling with JASP 0.16.20 software. The analysis showed that self-efficacy is a partial mediator in the relationship between perceived social support and self-regulated learning in students at An-Nur Islamic Boarding School Sidoarjo. Research implications will be discussed.

INTRODUCTION

Covid 19 has changed various things in human life, one of which is in the field of education in Indonesia (Nafrin & Hudaidah, 2021). Those who live in Islamic Boarding School are no exception, who have had to adjust the offline learning model to online for the past 3 years. The online learning model turns out to leave many problems in learning (Prawanti & Sumarni, 2020). The problems caused by online learning have not ended, now the students are asked to readjust to conduct offline learning. The adjustment process from offline to online, online to offline requires a lot of energy for students and teachers (Zou et al., 2021). In addition, according to several studies, the COVID-19 pandemic has had a significant impact on student academic achievement, resulting in learning loss due to less than optimal online learning methods (Engzell et al., 2021). According to Whitley et al., (2021), learning loss relates

to the gap between students' assessed academic skills and knowledge and curriculum expectations at each level of education. This also affects student in Islamic boarding schools which have a distinctive learning pattern and require more time, because students of Islamic boarding school are not only required to perform well in general school material, but are also required to perform well in religious material and there is even additional language learning (Raya, 2017; Tolib, 2015). The education model in Islamic Boarding Schools adopts full-time learning, where every day all students are required to participate in academic and non-academic activities that are scheduled and repeated, so that many students of Islamic boarding school to experience boredom and academic stress because of the routine that feels monotonous and strict discipline (Afiati, 2018; Mudzkiyyah et al., 2022). With high demands in the learning process at boarding schools, the ability to direct themselves to learn independently or what is called self-regulated learning is needed. Students who have adequate academic self-regulation will be better able to manage time in doing school assignments so that they will avoid academic procrastination behaviour (Maryam et al., 2019; Sarajar, 2016). In addition to having an impact on reducing procrastination behaviour, students who have high academic self-regulation will be better able to direct their behaviour to stay focused on learning goals and are better able to regulate their learning patterns so that it will have an impact on improving their academic achievement (Xiao et al., 2019; Xu et al., 2022)

However, the results of research from Zariah (2013) showed that of the 80 students surveyed, it turned out that 50% of modern boarding school students were less able to regulate themselves or have poor self-regulated learning. This also happened at the Islamic Boarding School An Nur Sidoarjo, based on the results of the initial interviews on October 18, 2022, it was found that self-regulated learning problems that occurred in students at An Nur Islamic Boarding School were mainly related to several aspects of self-regulated learning, namely aspects of ability in individual efforts to regulate themselves and adapt to the environment, where it was still found that students felt less able to regulate themselves while in the boarding school and less able to adjust to the activities and rules in the boarding school. In addition, it also occurs in the aspects of planning, strategy and utilizing the use of time to learn, where students are less able to plan their learning activities and less able to develop their learning strategies properly. The results of research conducted by Zariah (2013) also show that there are 40.54% of boarding school students who are less able to regulate themselves due to the tight schedule and regulations of the boarding school. While the other 39.29% stated that the low ability to regulate themselves was due to fatigue due to lack of rest experienced by students (Zariah, 2013). On the other hand, students who have the ability to use adequate self-regulated learning strategies will have better academic achievement than students who are less able to regulate themselves in learning, this is because adequate self-regulated learning skills will help students organize their learning strategies, adjust to the

learning environment, direct them to stay focused on the learning goals they have made and help students maintain their learning motivation (D. H. Schunk & Zimmerman, 2007).

According to Hirt et al. (2021) one of the important factors that can improve students' academic performance is self-regulated learning. Furthermore Xiao et al. (2019) explained that students who have higher self-regulated learning show higher academic achievement while at school. This is because if a student has good self-regulated learning, he will be better able to set learning goals for himself effectively, be better able to plan and use strategies to achieve the goals he has set, be better able to manage his abilities, be better able to manage emotions, cognition and behavior to achieve goals and be better able to self-evaluate the performance he has done (Sahranavard et al., 2018). In addition, the application of self-regulated learning also involves the ability of individual autonomy that can help students to make the right decision (Patock-Peckham et al., 2001). This makes students able to take more appropriate actions to achieve goals by utilizing the resources they have both from within and from outside themselves while still realizing the limitations they have (Miller & Byrnes, 2001). In addition, a student who has high self-regulated learning will more easily adapt to the task so that it will reduce procrastination behavior (Maryam et al., 2019) and increase students' academic flow (Rahma & Affandi, 2022). However, in contrast to students who lack adequate self-regulated learning, this will cause students to lack clear and measurable learning goals, less able to use strategies to achieve the goals they have set, less able to adjust to their environment and less able to utilize the resources they have to achieve their learning goals (Asmamaw, 2018; Toharudin et al., 2019).

Self-regulated learning, which is a person's ability to steer towards goals, is influenced by personal, social and contextual attributes (Zhang et al., 2022). Personal or individual attributes that influence students' self-regulated learning, namely self-efficacy (Pajares, 2002). Self efficacy is a belief that is an essential factor to achieve the academic performance of students, especially in writing skills (Bruning et al., 2013). Students who have high self-efficacy tend to have better self-regulated learning, have stronger effort, and have higher academic performance than students who have low self-efficacy (Kim et al., 2015). The results of previous research found that self-efficacy has a direct role in self-regulated learning (Mulyadi et al., 2016; D. H. Schunk & DiBenedetto, 2021).

In addition to personal attributes, self-regulated learning is also influenced by social attributes, which are widely studied at this time is perceived social support, which is a form of student perception of the support he gets from the environment that can prevent negative effects of pressure and improve academic performance (de la Iglesia & Solano, 2019). Students who get support from the environment feel that their teachers will support and inspire them (Endedijk et al., 2022). With the perceived social support felt by students from teachers, parents and peers, it can provide a more accurate understanding of the implementation of students' self-regulated learning (Perry et al., 2018). It is also found in other studies that perceived social support and self-regulated learning have a positive and significant

relationship (Sidianto & Heng, 2022). However, research conducted by Mulyana et al. (2019) found a different thing, namely that there was no evidence of a relationship between social support and self-regulated learning directly.

On the other hand, based on social cognitive theory, in certain contexts self-efficacy can be influenced by active experiences experienced or felt by a person, including perceived social support in the form of modelling (Schunk & Zimmerman, 2007). Other studies have also found that perceived social support has a direct influence on self-efficacy (Bruning et al., 2013). According to Hsiao et al. (2012) family support and peer support have a positive relationship with self-efficacy in this study focusing more on general computer self-efficacy. The results of a study conducted by Altermatt (2019) showed that friends' reactions to students' disclosures of daily academic struggles and achievements influenced more general perceptions of peer academic support. Perceived peer academic support, in turn, is a better predictor of academic self-efficacy. There are differences in research findings on the relationship between perceived social support and self-regulated learning between one study and another. Where research conducted by Perry et al. (2018) and Sidianto & Heng (2022) found a relationship between the two, but research conducted by Mulyana et al. (2019) found that there was no direct relationship between the two. In addition, another study found a direct relationship between self-efficacy and self-regulated learning (Bruning et al., 2013; Mulyadi et al., 2016; Pajares, 2002; D. H. Schunk & DiBenedetto, 2021) and the relationship between perceived social support and self-efficacy (Hsiao et al., 2012). The above findings indicate that self-efficacy can mediate the relationship between perceived social support and self-regulated learning.

Research model by including self-efficacy as a mediator variable in the relationship between perceived social support and self-regulated learning has not been found, especially in the context of Islamic Boarding Schools. From the results of the literature review above, it turns out that research on the relationship between perceived social support, self-efficacy and self-regulated learning is still conducted separately. In addition, there is no research that examines the role of self-efficacy as a mediator of the relationship between perceived social support and students' self-regulated learning. In line with this, this study proposes a mediation model, where self-efficacy mediates the effect of perceived social support on students' self-regulated learning in students at An-Nur Islamic Boarding School Sidoarjo. Specifically, this study is intended to answer the following 2 research questions:

RQ 1: Is there a relationship between perceived social support, self-efficacy and self-regulated learning in students at An-Nur Islamic Boarding School Sidoarjo after the COVID-19 pandemic? RQ 2: Does self-efficacy mediate the relationship between perceived social support and students' self-regulated learning at An-Nur Sidoarjo Islamic Boarding School after the covid-19 pandemic?

The benefits of this research, including: 1) Practically, it can be used by Islamic Boarding School teachers to create strategies that can improve students' self-regulated learning through social support

both physically and psychologically as well as develop activities that can increase students' self-efficacy; 2) Theoretically, adding to the scientific expertise in the field of educational psychology regarding the concept of self-regulated learning and the determinant factors that influence it.

METHOD

This study used a quantitative correlational method with a cross-sectional study design. this research method is used to answer research questions that want to prove the existence of a relationship between variables and prove the effect of mediator variables. The appropriate research model to answer these rights uses correlational quantitative (cross-sectional design) methods conducted by means of surveys to research samples. The population in this study were students at the An-Nur Islamic Boarding School in Sidoarjo, aged 12-15, with a total of 194 male and female students. The selection of this research sample is based on the phenomena that occur in the research subject as a result of extracting preliminary data and there has been no research that explores social support, self-efficacy and self-regulated learning in the context of boarding schools with early adolescence. The sample size was 194 students, using a non-probability sampling technique with type saturation sampling technique by taking all students as research samples. Further detailed information is explained in table 1.

Table 1. Percentage of Research Sample Information

Classification	Frequency	Percentage (%)
Gender		
Female	107	55.6
Male	87	44.8
Age		
13	64	32.9
14	88	45.4
15	42	20.6
Grade Level		
VII	55	28.4
VIII	72	37.1
IX	67	35.5
n = 194		

The data collection technique used in this study was a psychological scale. The psychological scale used in this study consisted of 3 scales, namely:

1. The scale that explores self-efficacy by adapting the Self Efficacy Questionnaire for Children (SEQ-C) from Muris (2001) which has been adapted into Indonesian by Affandi et al. (2022) with 21 items that represent three domains of self-efficacy, namely (1) social self-efficacy related to one's ability to establish relationships with peers, (2) academic self-efficacy which is the cognitive ability to manage behavior in learning, understand learning materials, and achieve academic expectations,

(3) emotional self-efficacy which is related to the ability to cope with negative emotions. This includes 7 items in each subscale with each item rated on a 5-point scale ranging from 1 to 5, where 1 = not at all, 2 = slightly, 3 = quite, 4 = good, 5 = very good. The construct validity of the SEQ-C scale that has been adapted into Indonesian using CFA shows that the model fits the data, where the chi-square score = 169.999 (p = 0.421 > 0.05); RMSEA = 0.008 < 0.08; CFI = 0.999 > 0.9; TLI = 0.999 > 0.9; SRMR = 0.059 < 0.08 (Affandi et al., 2022). The reliability with Cronbach's alpha is 0.85 (Muris, 2001), while the reliability of the adaptation shows that SEQ-C has strong reliability (academic self-efficacy = 0.834, social self-efficacy = 0.717, emotional self-efficacy = 0.786, Total self-efficacy = 0.885) (Affandi et al., 2022).

2. The scale that explores perceived social support by adapting the Multidimensional Scale of Perceived Social Support (MSPSS) scale developed by (Zimet GD et al., 1988) which includes 3 sources of social support, including: family support (items 3, 4, 8, and 11), friend support (items 6, 7, 9, and 12), and significant other support (items 1, 2, 5, and 10). The stimulus provided uses a 7-level Likert scale ranging from strongly disagree (1) to strongly agree (7). The reliability of MSPSS on family support is 0.89, on friend support is 0.88 and on significant other support is 0.90 (Bruwer et al., 2008). In the Indonesian Version, the MSPSS construct validity also has good validity where the analysis results show a fit model, there are the results of confirmatory analysis calculations as follows: χ^2/df = 2.468, RMSEA = 0.070, GFI = 0.935, CFI = 0.948, TLI = 0.933, and SRMR = 0.047 (Laksmita et al., 2020). The reliability of the Indonesian version also shows that MSPSS has good reliability in each aspect (family support = 0.81; Friends support = 0.82; Significant other support = 0.75) (Laksmita et al., 2020).

3. To determine the self-regulated learning capacity of the research sample, researchers used a scale adapted from the Short Self-Regulation Questionnaire for Taiwanese College Students (TSSRQ) (Y.-H. Chen & Lin, 2018) which consists of 5 aspects, including: Goal Attainment (7 items), Minfulness (7 items), Adjustment (3 items), Proactiveness (3 items) and Goal Setting (2 items). The answer options provided use a 6 level Likert scale consisting of favorable items from level 1 (very inappropriate) - 6 (very appropriate) and unfavorable from level 1 (very appropriate) - 6 (very inappropriate). The results of the item analysis conducted by the researcher found that there were 3 invalid items (item numbers 7, 8, & 9) because item discrimination below 0.25. The results of the construct validity of 19 items show that the data fit with model, as follows: χ^2/p = 2.08/>0.001, RMSEA = 0.0529<0.08, CFI = 0.915>0.9, TLI = 0.889<0.09, and SRMR = 0.0657<0.8. Alpha Cronbach reliability analysis results α = 0.822.

Data analysis in this study used JASP 0.16.20 software by conducting a series of structural equation modelling (SEM) analysis to see the moderating effect of self-efficacy on the relationship between perceived social support and regulated learning.

RESULTS AND DISCUSSION

Based on table 2. the results of the normality assumption test show that the data is normally distributed as indicated by the Kolmogorov-Smirnov test result of 0.043 (p = 0.200>0.05). The results of the linearity test of the relationship between perceived social support and self-regulated learning show that the data is linear with a test of linearity score of 19.943 (p = 0.000<0.05). The result of the linearity test of the relationship between self-efficacy and self-regulated learning is linear as shows in table 2.

Table 2. Results of Testing Assumption

Assumptions Test	Statistic	p	Conclusion
Normality (Kolmogorov-Smirnov)	.043	.200 > 0.05	Normal
Test of Linearity between Self-Regulated Learning * Perceived Social Support	19.943	.000 < 0.05	Linier
Test of Linearity between Self-Regulated Learning * Self-Efficacy	38.776	.000 < 0.05	Linier

Table 3. Mean (M), Standard Deviation (SD) and correlations for the study variables

Variables	1	2	3
1. Perceived Social Support	1	-	-
2. Self-Efficacy	0.327***	1	-
3. Self-Regulated Learning	0.292***	0.382***	1
Mean	56.397	67.546	77.000
Standard Deviation	10.455	11.555	11.044

Note: *** p< 0.01; ** p < 0.05

Table 3. Shows the mean, standard deviation and correlation between the research variables. The analysis shows that perceived social support has a positive relationship with self-efficacy and also self-regulated learning (0.327, p<0.001; 0.292, p<0.001). The analysis also found that self-efficacy has a highly significant positive relationship with self-regulated learning (0.382, p<0.001).

Table 4. Test on Mediating Effects

Paths	Estimate	Std. Error	z-value	95% Confidence Interval	
				Lower	Upper
Direct Effects: PSS - SRL	0.018	0.007	2.722**	0.005	0.031
Indirect Effects: PSS – SE – SRL	0.010	0.003	3.345***	0.004	0.016
Total Effect: PSS – SRL	0.028	0.007	4.258***	0.015	0.041

Note: ***p<0.001; **p<0.05; PSS, Perceived Social Support; SE, Self-Efficacy; SRL, Self Regulated Learning

In table 4. The direct effect analysis shows that social support has a direct influence on self-regulated learning (z-value = 2.722, p = 0.006 < 0.05). The results of the indirect effect analysis regarding the mediation of self-efficacy on the relationship between perceived social support and self-regulated learning show that self-efficacy is a mediator in the relationship between perceived social support and self-regulated learning (z-value = 3.345, p < 0.001.). Meanwhile, the total effect (path c + ab) shows an estimated z-value = 4.258 (p<0.001), meaning that self-efficacy is a partial mediator on the relationship between perceived social support and self-regulated learning because after including self-efficacy as a mediator only reduces the value of the relationship between perceived social support and self-regulated learning and does not make it have no relationship. This is also shown from the results of the path plot in figure 1.
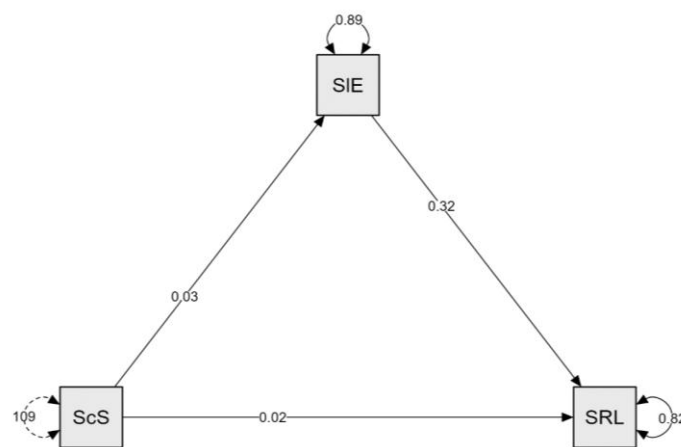

Figure 1. Mediation effect model of self-efficacy on perceived teacher support and self- regulated learning

This study aims to explore the relationship between self-efficacy, perceived social support and self-regulated learning. With regard to the first question, the correlational analysis found that the three variables have a significant relationship. Perceived social support refers to social assets, social resources, or social networks that can be utilized by an individual when they need help, advice, assistance, assistance, approval, comfort, security, or support (Vedder et al., 2005) has a positive relationship with self-regulated learning. This is in line with previous research which found that social support has a significant positive relationship with self-regulated learning (Li, 2021). This implies that students who feel they have higher social support will be more able to apply self-regulated learning when following the learning process. In the context of learning, this environment can be in the form of support from peers, parents and teachers (Al-Yagon, 2016; Oktariani et al., 2020).

According to Deci & Ryan (2015), the Self-Determination Theory (SDT) contends that social support is critical in supporting self-regulated learning and effecting individuals over time. SDT concepts also consider how social and cultural elements influence people's feeling of choice and

initiative, as well as their well-being, exercise intention and performance quality (Cho et al., 2020). It is suggested that conditions that support an individual's perception of autonomy, competence, and relatedness foster the most volitional and high-quality kinds of motivation and engagement for activities, such as improved performance, persistence, and self-regulated learning (Perry et al., 2018). Peer support not only improves self-regulated learning but also has a long-term impact. According to (Roorda et al., 2021) Roorda et al. (2021), teachers' social support leads to emotional stability within the school environment, which is critical for students' discovery and participation. Several studies have found a link between perceived social support and self-regulated learning. Furthermore, research by Patrick et al. (2007), Ryan & Patrick (2001), and Yin et al. (2009) has linked this support to improved cognitive regulation. According to Schuitema et al. (2016), perceived social support from instructors is positively related to self-regulation attempts and school involvement. Similarly, Sivandani et al. (2013) found a positive relationship between perceived social support and self-regulated learning. These data show that children who perceive more social support use more effective self-regulation strategy than those who do not receive assistance from both peers and teachers. Furthermore, Mustami (2019) and Sidianto & Heng (2022) research emphasize the importance of perceived social support and coping capacities in increasing self-regulated learning.

Based on Social Cognitive Theory, social support is closely related to self-efficacy among adolescents. This theory states that individuals learn and form their beliefs about their abilities through observation, social interaction, and mastery experiences. In this context, teachers, family, peers are school-based sources of support play an important role in nurturing self-efficacy (D. H. Schunk, 2012). Support that comes from the family provides a role during the early days of live, parents mediate children's transactions with the environment. Parents who are responsive to children's communication will make children have self-efficacy because children are given a variety of mastery experiences so that children easily acquire emotional, social, and cognitive competencies (Pastorelli et al., 2001). Autorotative parenting patterns have a positive relationship with student self-efficacy. Where this authoritative pattern contains adequate social support for children when compared to other parenting patterns (Masud et al., 2016). This increase in self-efficacy influenced by peer support can be in the form of academic self-efficacy. And the third source of support comes from school. During the child's period at school, the teacher acts as an important contributor to the formation of the child's efficacy. Children's judgements of their abilities are strongly influenced by the way teachers evaluate their performance and help them develop self-regulation skills in managing learning activities (Ayllón et al., 2019). Not only that, adequate social support tends to increase students' interest in learning (Sarifah & Edwina, 2015).

Furthermore, self-efficacy is also proven to have a significant relationship with self-regulated learning. The results of this study are also supported by previous research which states that self-efficacy

has a strong relationship with students' self-regulated learning (Mulyana et al., 2019). Students who have self-efficacy will have the ability to do tasks with hard work, diligence and can ask for help politely when experiencing difficulties (Beri, 2018; Maricuțoiu & Sulea, 2019; Toharudin et al., 2019). Meanwhile, students with low efficacy will make easy learning goals, minimal learning effort, sad and moody when they fail, it all shows low involvement (disengagement) in learning (Schunk & Dibenedetto, 2020). Self-efficacy in social cognitive theory is a key personal factor that postulates that a person's achievement depends on the interaction between behavior, personal factors, and the social environment (Perry et al., 2018). Self-efficacy can also influence how much cognitive and physical effort an individual expends on an activity, how long an individual is able to persist when facing problems (Sadi & Dağyar, 2013). Students with high self-efficacy tend to set more challenging learning goals, study more diligently, have the resilience to cope with failure, and recover their sense of self-efficacy after experiencing setbacks (Hwang & Oh, 2021).

The results of mediation analysis regarding the second research question prove that the effect of perceived social support on self-regulated learning is partially mediated by self-efficacy. This means that perceived social support can influence students' self-regulated learning in Islamic boarding schools either directly or indirectly through the influence of self-efficacy. Based on Zimmerman's Triadic model of SRL (Panadero, 2017), the formation of self-regulated learning is due to the influence of the environment, but the influence can occur directly or indirectly mediated by the character that exists in a person (self), in this case is self-efficacy. Previous studies have also found a direct effect of perceived social support on self-regulated learning (Perry et al., 2018; Sanyoto & Saloom, 2020; Sidianto & Heng, 2022). Social support felt by students, especially from teachers, can improve students' metacognition strategies which are aspects of self-regulated learning (Schuitema et al., 2016).

The indirect effect occurs through the mediation of self-efficacy, providing empirical evidence for the triadic model of self-regulated learning theory. Specifically, the perceived social support felt by the students has an influence on self-efficacy, which will then have an impact on the students' self-regulated learning. This finding is reinforced by previous research that social support has a significant positive relationship with self-efficacy, where someone who gets more social support will have an impact on increasing self-efficacy in himself (Chen et al., 2020). Not only that, but other studies also suggest that if students have adequate self-efficacy, then this will have an impact on increasing students' self-regulated learning (Kim et al., 2015; D. Schunk & Mullen, 2012). The results of this study extend the application of the triadic model of self-regulated learning theory to include the antecedents of self-efficacy into the self-regulated learning model and extend the generalization to the context of Islamic Boarding School learning (Zimmerman, 2013). Because perceived social support can predict self-efficacy and in turn self-efficacy will affect students' self-regulated learning, teachers in Islamic boarding schools should be able to adapt the findings of the model developed in this study by providing

social support to students both in the form of emotional support and physical support in the form of assistance when students experience difficulties, giving trust to students and providing inspiration in solving problems in Islamic boarding schools to students, especially new students so that students' self-regulated learning abilities become better.

Previous research shows that social support provided by teachers and peers in the form of emotional support, physical support in the form of information support, instrumental support and support from peers in the form of confidence in their abilities can affect student self-regulation at Islamic boarding schools (Perry et al., 2018; Subchi et al., 2023). Where emotional support from teachers and peers can help students feel more confident and motivated to learn. This can lead to greater engagement in the learning process and a greater sense of control over their own learning (Auliya Maulida, 2022; Perry et al., 2018). Informational support can take the form of advice, guidance or feedback from others. It can help students set goals, monitor their progress, and adjust their learning strategies as needed (Oktariani et al., 2020). Instrumental support refers to tangible assistance that others can provide, such as help with homework or access to learning resources. This can help students overcome barriers and achieve their learning goals (Pilcher & Bryant, 2016; Saidah & Laksmiwati, 2017). So that it will have an impact on the students' engagement in learning and increase their academic achievement (Cleary & Platten, 2013; Xu et al., 2022; Zhou & Hiver, 2022; Zimmerman, 2001).

This study has limitations, including: 1) data collection was only done through self-report scale through survey which tends to be influenced by social desirability bias. Therefore, future research should use a more complex measurement of the research variables, such as: measurement of self-regulated learning which is also measured by teachers or peer assessment. 2) The method used in the research only uses quantitative methods, so the depth of the research results cannot be observed. It is expected that future research can use several types of research methods such as involving qualitative methods. 3) In this study, there were no controlled variables, because it could be that demographic variables affect the student's self-regulated learning as the results of previous research (Asmamaw, 2018).

CONCLUSION

Based on the research questions and the results of data analysis, it is concluded that perceived social support of students at An-Nur Islamic Boarding School Sidoarjo has a close positive relationship with self-efficacy and also self-regulated learning. In addition, the self-efficacy of students at An-Nur Islamic Boarding School Sidoarjo has a close positive relationship with self-regulated learning. Another conclusion also shows that self-efficacy plays an important role as a mediator in the relationship between perceived social support and self-regulated learning of students at An-Nur Islamic Boarding

School Sidoarjo. This finding indicates an important finding that supports the triadic model of self-regulated learning theory that self-efficacy contributes to shaping students' self-regulated learning, so it is necessary to pay attention to self-efficacy in addition to environmental factors to develop students' self-regulated learning at An-Nur Islamic Boarding School Sidoarjo.

This study has important implications both theoretically and practically. Theoretically, the findings that show a higher relationship when including self-efficacy in the relationship between perceived social support and self-regulated learning provide an understanding that students' self-regulated learning will be higher if accompanied by an increase in self-efficacy. This provides practical implications that to develop student's self-regulated learning in participating in learning at boarding schools by paying attention to the development of students' self-efficacy through social modelling and verbal persuasion, such as: motivation and success illustration films. In addition, the management of the boarding school must pay attention to the ability of teachers in assisting students during the learning process at the boarding school, the abilities needed by teacher in assisting students include: the ability to understand the needs of students, the ability to establish positive relationships and communication, the ability to convey relevant and appropriate information, and the ability to provide creative and innovative teaching methods. There are trainings to improve these abilities such as effective communication training, the ability to manage students' stress and emotions, and student center learning model training.

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