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The Correlation Between Self-Regulated Learning, Self-Efficacy and Social Support with Academic Procrastination Students at Muhammadiyah University of Sidoarjo

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ABSTRACT: Students are individuals who are pursuing higher education, are individuals who are in adulthood, namely the developmental phase. As an adult human being, both as a community leader in the environment or in the world of work. Unfortunately, this hope is not easy to realize, because currently researchers observe many students who tend to be unable to apply their intellect in achieving excellent learning achievements. Such students are prone to postpone tasks that make them not completed properly, this is included in academic procrastination behavior. This is reinforced by the large number of students who have not graduated on time from the University of Muhammadiyah Sidoarjo, seen from all majors in the class of students who have not graduated on time. Details per batch that have not graduated in 2017 are around 1063 students, in 2016 around 441 students and in 2015 around 225 students. This study used a sample of 259 students at Muhammadiyah University of Sidoarjo. This research is quantitative research and analyzed using multiple regression tests with the SPSS 23 for Windows program. The results of this study indicate the results of multiple regression analysis obtained a value of F = 121.406 with a significance of 0.000 (p <0.01) means indicating a significant relationship. Based on the total effective contribution of this study amounted to 58.8%, the difference in contribution.

KEYWORDS: Self-Regulated Learning, Self-Efficacy, Social Support, Academic Procrastination

I. INTRODUCTION

Literally, a student is an individual studying at a higher education institution, whether at a university, institute, or academy. Individuals pursuing higher education are individuals in adulthood, a developmental phase where they achieve success by applying the need to seek knowledge for their future academic development. As adults, Santrock (2012) states that students are expected to act as capable and skilled leaders, both as community leaders in their local communities and in the workplace. Therefore, students are expected to be a dynamic driving force for the modernization process and to enter the workforce as qualified and professional workers.

Research conducted abroad indicates that procrastination is a problem affecting most members of society at large, as well as students in smaller settings, such as some students there. Approximately 25% to 75% of students report that procrastination is a problem in their current academic environment, causing them to frequently procrastinate on assignments assigned by teachers and lecturers. Another fact, according to a survey conducted by New Statement magazine on February 26, 1999, also showed that approximately 20% to 70% of students procrastinate (Ghufron, 2003).

According to Ghufron (2003), today's students tend to spend more time playing games, watching television, or YouTube than studying assignments assigned by lecturers. In this pandemic situation, students are forced to study entirely at home, using laptops and cell phones. Students often procrastinate on assignments. Sometimes, while completing assignments, they often browse other resources such as YouTube, Instagram, TikTok, Telegram, and so on.

As lectures progress, students are constantly faced with demands, decisions, and choices that must be made during the course. Fierce competition for achievement, pressure to improve performance, lecturers, assignments, exams, the threat of dropping out, grades, adapting to a new environment, time management, financial management, and interpersonal relationships also pose significant challenges for students. Due to the numerous demands and challenges, students often complete assignments late, cramming for assignments (known as "credits"), completing assignments close to due dates, and some even delaying their final assignments or theses.

A simple interview with a lecturer with several students revealed that many in the engineering study program often make excuses for forgetting when their lecturers assign them assignments. This is despite the fact that assignments are given online, meaning

they can be accessed through e-learning, and the time and date can be seen simply by opening the system. These students often make excuses for forgetting the due date or time. This suggests that students are generally forgetful. Especially during the pandemic, many students cite data plan issues for uploading assignments due to limited signal at home and on campus. Many students underestimate the importance of submitting assignments, even though their colleagues frequently remind them to submit assignments. Especially during a pandemic like this, while the assignments aren't particularly demanding, requiring practical work, many students fail to submit their assignments on time.

According to Gufron (2003), procrastination isn't intended to avoid or ignore the task at hand. Rather, they simply delay completing an assignment, thus wasting time. This is further reinforced by the large number of students who haven't graduated on time from Muhammadiyah University of Sidoarjo. Across all majors, only 383 graduated on time in the 2017 intake, with 1,446 students graduating on time, or approximately 16.9% of the total. The number of students who haven't graduated in 2017 was approximately 1,063, in 2016 approximately 441, and in 2015 approximately 225 (Academic Directorate of Umsida, 2021). The phenomenon of procrastination isn't limited to graduation. Research conducted by Pratiwi (2020) at Muhammadiyah University of Sidoarjo showed that 94% of 17 students reported having procrastinated on assignments, with 41% reporting almost always, 47% rarely, and 5% very rarely. Researchers also conducted simple interviews with several students, recruited directly at Muhammadiyah University of Sidoarjo, asking questions about how often they engage in academic procrastination and the reasons for their behavior.

Interviews with students from the Elementary School Education study program also revealed that these students frequently procrastinated on assignments assigned by the university. During online lectures, students find themselves searching for assignments on screens, working on them, and even attending lectures. They feel exhausted because they're also working in the office and their entire class is focused on them. As a result, they feel confused and their eyes are tired. As a result, they have to wait for other students to complete their assignments. These students often report cramming for assignments overnight, saying, "Even though the results aren't great, I still get the job done." According to Steel (2007), academic procrastination is the deliberate delay of desired activities, even though the individual knows that this behavior can have negative consequences. In fact, according to Steel (2007), in his research, 80% to 95% of students engage in procrastination, and of those, approximately 75% consider themselves procrastinators. Similar findings were also found by Vitelly (2013), who found that more than 70% of students engage in academic procrastination for some academic assignments. Social support can be obtained from family members, peers, peer groups, local institutions, and the surrounding environment. Social support is necessary in education to prevent students from procrastinating or engaging in academic procrastination. Social support provides students with a sense of self-worth, as they feel loved and accepted. Support in the form of input, advice, guidance, feedback, and assistance provided by family, friends, and the surrounding environment can help students complete their studies within the targeted timeframe.

Saroson (2007) states that social support is an interpersonal transaction demonstrated by providing assistance to another individual, generally received from significant others. Social support can take the form of information, behavioral assistance, or material gains from close social relationships that can make individuals feel cared for, valued, and loved. A key reason students procrastinate when completing assignments is a lack of social support (Andarini & Fatma, 2013). In addition to environmental factors such as social support, procrastination is also influenced by self-efficacy. Self-efficacy is the belief held by an individual in their ability to complete a given task well (Bandura, 1997). According to Kristiyani (2020), self-efficacy is the belief held by an individual regarding their abilities or competencies and also their performance. Self-efficacy is one of the important factors for students to have during their education, self-efficacy is closely related to the concept of self-esteem, and locus of internal. Bandura (1997) states that there are several aspects of self-efficacy, including the first magnitude (level of difficulty) which is the level or weight of the task given that will influence individual behavior. This level aspect can show the student's perception of the workload received, so it can show the student's level in doing the task. The second aspect is strength, an aspect related to the individual's belief in their abilities. Someone who has good self-efficacy will tend to have greater effort and is also strong in facing difficulties in the learning process (Lubis, 2018). Procrastinators tend to feel anxious, afraid of failure, always experience dependency, have difficulty in making decisions, are less brave in taking risks, have less autonomy, tend to have difficulty adapting, have difficulty in assessing personal abilities and self-competence, do not like being given tasks, are not assertive, and tend to break the rules (Risdiantoro, Iswinarti, & Hasanati, 2016).

Burka & Yuen (2008) suggest that procrastination is also rooted in emotional factors, including fears, hopes, memories, dreams, doubts, and stress. However, many procrastinators don't fully recognize these factors. This is because they use procrastination to avoid uncomfortable feelings. Most procrastinators fear being unable to accomplish certain tasks. Furthermore, Burka & Yuen (2008) argue that self-regulated learning is a factor closely linked to procrastination. Furthermore, several factors influence a person's procrastination, such as environment, parenting style, physical condition, anxiety, and fear of failure. Self-regulated learning helps a person ignore distractions and temptations while completing academic assignments. Procrastination is closely linked to distractions, unplanned decision-making, and a lack of future focus. A person who regulates themselves in learning possesses knowledge or skills in various cognitive strategies, which, when used appropriately, will enhance their

learning. Self-regulated learning is an active, constructive process in which individuals establish a set of learning goals and then strive to monitor, regulate, and control their cognition, motivation, and behavior, which are guided and constrained by their goals and the environmental context (Rahmawati & Pudjiastuti, 2016).

Students with good self-regulation in learning are better able to reduce academic procrastination during their learning process. Previous research has shown that students who perceive themselves as having poor self-regulation are more likely to procrastinate. However, students with good self-regulation in learning (information processing) are less likely to procrastinate. Self-regulation in learning is essential in learning processes that require significant independence, such as higher education (Mulyadi, Basuki, & Rahardjo, 2017). So when the student is able to manage time well and does not delay the assignments given by the lecturer, this raises the need for social support given to the student to improve in terms of doing assignments, and have good self-efficacy so that in doing an assignment they are able to regulate their efficacy. and not forgetting self-regulation in learning, if the student has and is able to self-regulate in learning, the student will not experience delays in assignments given by the lecturer.

II. LITERATURE REVIEW AND HYPOTHESIS

Academic Procrastination

Academic procrastination is procrastination related to task elements within the academic field. Academic procrastination is situational procrastination related to academic tasks. Academic procrastination is a type of procrastination that occurs in formal tasks related to academics, such as schoolwork or coursework (Ferrari, Johnson, & McCowm, 1995). According to Ferrari (1995), procrastination is any deliberate act intended to delay completing a task. Academic procrastination indicates individuals delaying work and completing tasks or tasks related to academic activities, such as writing assignments or studying for exams. Procrastination is done repeatedly and intentionally, creating uncomfortable feelings such as anxiety, guilt, panic, and so on. Ferrari, Johnson & McCown (1995) stated that as a procrastination behavior, academic procrastination can manifest itself in certain measurable and observable indicators, including: (a.) Delays in starting and completing tasks. (b.) Delays in completing tasks. (c.) Time gaps between planned and actual performance. (d.) Engaging in more enjoyable activities.

Self-Regulated Learning

According to Zimmerman & Martinez-Pons (1990), self-regulated learning is the ability to check learning, plan learning activities, monitor, revise, test, and evaluate learning activities. According to Mulyadi et al. (2017), self-regulated learning is the ability to plan a learning process, monitor learning progress, and diagnose the causes of difficulties that arise during the learning process. According to Zumbrunn (2011), a process that helps students manage their thoughts, behaviors, and emotions so they can direct their learning experience is also called self-regulated learning. Students who possess self-regulated learning skills can direct their thoughts, feelings, and actions to achieve their desired goals. In this case, students plan their learning activities in advance to align with their targets and goals. Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier and thus more motivated (Glynn, Aultman, & Owens, 2005). According to Zimmerman & Martinez-pons, (1990) there are several aspects in self-regulated learning, namely: Self-evaluation, Organizing and changing, Setting goals and planning, Searching for information, Keeping records and monitoring, Organizing the environment, Self-consequences, Repeating and remembering, Seeking social support, Checking records.

Self-Efficacy

According to Bandura (1997), self-efficacy is a person's belief in their ability to manage and carry out a task and desired actions to achieve maximum results. According to Alwisol (2004), self-efficacy is a self-assessment, which includes actions that are good or bad, right or wrong, and whether or not they can perform as required. Gufron and Risnawita (2014) explain that self-efficacy is the result of cognitive processes that occur within an individual. Self-efficacy is an individual's evaluation of their ability or competence to perform a task, achieve a goal, or overcome a challenge. Feist and Feist (2010) also state that self-efficacy is not an expectation, consequence, or assessment of motor skills related to the outcome of an action, but rather a belief in one's ability to perform a particular behavior. Baron and Byrne (2003) state that self-efficacy can be defined as a person's belief in their ability to perform a given task and indicates their level of ability. Thesis self-efficacy is an individual's belief in his or her ability to work on a thesis, to manage his or her own learning activities, to realize academic expectations, both from oneself and from others. According to Bandura (1997), self-efficacy is divided into three dimensions or aspects, namely: (a.) Level, (b.) Strength, (c.) Generality.

Social Support

Social support can be defined as information obtained from others that an individual is loved, cared for, valued, and viewed as a relationship in communication and mutual responsibility (Cobb, 1976). According to Saronson (2005) explains that social support can be considered a beneficial condition for individuals who will know that others care for, value, and love them. Other experts express almost similar opinions regarding social support, namely Sarafino & Smith (2011) who state that social support is a

pleasure felt as attention, appreciation and help received from other people or a group. The environment that provides this support is family, lovers or community members. Sarafino & Smith (2011) argue that there will be many effects of social support because social support can positively restore a person's physical and psychological condition, both directly and indirectly. Matteo (1991) defines social support as support or assistance that comes from other people such as friends, neighbors, coworkers and other people. Gotlib & Hammen, (1992) state that social support is more often obtained from closest relationships, namely from family or friends. The strength of social support derived from close relationships is one psychological process that can maintain healthy behaviors within an individual. Researchers can tentatively conclude that social support is a form of support or assistance provided by those closest to a person (family, friends, teachers, peers, and others around them) who can be relied upon for assistance as a form of attention and appreciation.According to Johnson & Johnson (2000), social support is defined as the presence of others who can be relied upon for help, encouragement, and acceptance when an individual experiences difficulties. According to Solomon & Rothblum (1995), social support also comes from family, friends, teachers, peers, and the student's environment. Aspects of Social Support According to House, Landis & Umberon (1988), there are four aspects of social support: Emotional, Instrumental, Informative, and Appraisal.

Hypothesis

The hypothesis in this research is as follows:

a. Self-regulated learning, self-efficacy, and social support correlate with academic procrastination among students at the University of Muhammadiyah Sidoarjo. The assumption is that the higher the self-regulated learning, self-efficacy, and social support, the lower the academic procrastination. Conversely, the lower the self-regulated learning, self-efficacy, and social support, the higher the academic procrastination.
b. Self-regulated learning negatively correlates with academic procrastination among students at the University of Muhammadiyah Sidoarjo. The assumption is that the higher the self-regulated learning, the lower the academic procrastination. Conversely, the lower the self-regulated learning, the higher the academic procrastination.
c. Self-efficacy negatively correlates with academic procrastination among students at the University of Muhammadiyah Sidoarjo. The assumption is that the higher the self-efficacy, the lower the academic procrastination. Conversely, the lower the self-efficacy, the higher the academic procrastination.
d. Social support is negatively correlated with academic procrastination among students at Muhammadiyah University of Sidoarjo. The assumption is that the higher the social support, the lower the academic procrastination. Conversely, the lower the social support, the higher the academic procrastination.

III. METHODS

This study used a small sample of individuals as representatives. The sample was determined using a table developed by Isaac and Michael Sugiyono (2011) with a 5% error rate, with a population of 1,729 students, within the range of 1,700. The study used a 5% error rate because the larger the sample size, the smaller the chance of error.

This resulted in a sample size of 289 students. The researcher distributed the data using Google Forms. This study used a pre-tested trial, so no preliminary research trials were conducted. The tryout research test was taken from the research sample data. The researcher used 30 samples as tryout subjects, and the remainder were used as research subjects.

Research Sample

No	Information	Sample
1.	Students Entering Year 2017 Semester IX	178
2.	Students entering the 2016 semester XI	74
3.	Students entering the 2015 semester XIII	38
	Total number	289

Data analysis is an activity carried out after data from all respondents has been collected. Before the data can be used to test hypotheses using multiple linear regression, it must meet the research assumptions. Assumption testing is a prerequisite and an integral part of data analysis (Azwar, 2000). The analysis stages are as follows:

a. Normality Test

Ghozali (2016) explains that a normality test is conducted to determine whether a regression model of an independent variable and a dependent variable has a normal or non-normal distribution. The rule used is that if $p > 0.05$, the distribution is considered normal, and if $p < 0.05$, the distribution is considered non-normal. The normality test in this study used the SPSS data processing program version 23 for Windows with Kolmogorov-Smirnov output.

Results of the Normality Test for the Academic Procrastination Variable

Kolmogorov-Smirnov Z	p	Information
0,910	0,379	Normally Distributed

Sumber: Output Statistic Program SPSS Seri 23 IMB For Windows

The normality test used the Kolmogorov-Smirnov technique with SPSS series 23 IMB for Windows. The results of the normality test for academic procrastination data obtained a Kolmogorov-Smirnov Z value of 0.910 with 0.379 (p>0.05). The results of the normality test for Self-Regulated Learning data obtained a Kolmogorov-Smirnov Z value of 1.163 with 0.134 (p>0.05). The results of the normality test for Self-Efficacy data obtained a Kolmogorov-Smirnov Z value of 0.913 with 0.375 (p>0.05). The results of the normality test for social support data obtained a Kolmogorov-Smirnov Z value of 0.962 with 0.313 (p>0.05). This shows that the distribution of data on the academic procrastination scale, Self-Regulated Learning, self-efficacy and social support is declared normal.

b. Linearity Test

According to Hadi (2000), a linearity test is conducted to determine and confirm the relationship between the dependent and independent variables by comparing linear regression with quadratic regression. Differences are tested using the F-test to determine the source of the differences. The linearity test in this study was conducted on the four research variables, using the SPSS data processing program version 23 for Windows.

The following are the guidelines used in decision-making, based on the significance value in the linearity column:

1) If the significance value of a variable is less than 0.05, the variable is considered nonlinear.

2) Conversely, if a variable has a significance value greater than 0.05, the variable is considered linear.

Linearity Test Results of the Corelation

Variables	F	p	Information
Self-Regulated Learning with Academic Procrastination	0,977	0,495	Linear
Self-Efficacy with Academic Procrastination	0,842	0,436	Linear
Social Support with Academic Procrastination	0,869	0,450	Linear

Sumber : Output Statistic Program SPSS Seri 23 IMB For Windows

The results of the linearity test of the relationship between the Self-Regulated Learning variable and Academic Procrastination obtained F = 0.977 with p = 0.495 (p > 0.05). The results of the linearity test of the relationship between the Self-Efficacy variable and Academic Procrastination obtained F = 0.842 with p = 0.436 (p > 0.05). The results of the linearity test of the relationship between the Social Support variable and Academic Procrastination obtained F = 0.869 with p = 0.450 (p > 0.05). Based on these results, because p > 0.05, the relationship between the self-regulated learning variable and Academic Procrastination is linear, the relationship between the self-efficacy variable and Academic Procrastination is linear, and the relationship between the social support variable and academic procrastination is linear.

c. Multicollinearity Test

According to Santoso (2010), the multicollinearity test aims to determine whether a regression model contains a correlation between independent variables. If multicollinearity is proven, one of the independent variables should be removed from the model and the regression model should be rebuilt, as a good regression model should have no correlation between independent variables. Multicollinearity testing can be seen through the VIF (variance inflation factor) and tolerance values.

Tolerance measures the selected independent variables that are not explained by other independent variables. If there is a high correlation between the independent variables, the relationship between the independent variables and the dependent variable is disrupted. The multicollinearity test is performed using the Tolerance and VIF (Variance Inflation Factor) values, as well as the magnitude of the correlation between the independent variables. A regression model is considered free of multicollinearity if the VIF value is no more than 10 and the tolerance value is no less than 0.10 (Ghozali, 2013).

Multicollinearity Test Results

Variables		Coliniarity Statistics			information
	Tolerance	information	VIF	information	
Self-Regulated Learning	0,182	> 0,10	9,245	< 10	There is no multicollinearity

Self-Efficacy	0,118	> 0,10	8,481	< 10	There is no multicollinearity
Social Support	0,132	> 0,10	7,556	< 10	There is no multicollinearity

Sumber : Output Statistic Program SPSS Seri 23 IMB For Windows

The results of the multicollinearity test for the Self-Regulated Learning variable obtained a tolerance value of 0.182 (tolerance > 0.10) and a VIF value of 9.245 (VIF < 10) which means there is no multicollinearity. The Self-Efficacy variable obtained a tolerance value of 0.118 (tolerance > 0.10) and a VIF value of 8.481 (VIF < 10) which means there is no multicollinearity. The Social Support variable obtained a tolerance value of 0.132 (tolerance > 0.10) and a VIF value of 7.556 (VIF < 10) which means there is no multicollinearity. So, there is no multicollinearity or intercorrelation between the 3 variables, namely Self-Regulated Learning, Self-Efficacy and Social Support.

d. Heteroscedasticity Test

The heteroscedasticity test is conducted to determine the absence of heterogeneity in the regression model (heteroscedasticity). This is a prerequisite before using multiple regression analysis, as heteroscedasticity must be avoided.

The following are guidelines used in decision-making based on the significance value (Sig):

1) If a variable's significance value is less than 0.05, heteroscedasticity is concluded.

2) Conversely, if a variable has a significance value greater than 0.05, heteroscedasticity is concluded.

Heteroscedasticity Test Results

Variables	p	Conclusion
Self-Regulated Learning-ABS_RES	0,427	There is no heteroscedasticity
Self-Efficacy-ABS_RES	0,754	There is no heteroscedasticity
Social Support-ABS_RES	0,313	There is no heteroscedasticity

Sumber : Output Statistic Program SPSS Seri 23 IMB For Windows

The results of the heteroscedasticity test on the variables of self-regulated learning, self-efficacy, and social support using Spearman's rho correlation obtained a significance of 0.427 (p > 0.05) on the self-regulated learning variable, a significance of 0.754 (p > 0.05) on the self-efficacy variable, and a significance of 0.313 (p > 0.05) on the social support variable. This means that there is no heteroscedasticity in the three variables.

IV. RESULTS

The results of this study are the results of a hypothesis test conducted using multiple linear regression analysis using SPSS version 23 for Windows. The following are the results of the data processing conducted by the researcher.

1. Simultaneous Regression Analysis Test

   The results of the first hypothesis state that self-regulated learning, self-efficacy, and social support are correlated with academic procrastination in college students. The results of the multiple regression analysis obtained an F value of 121.406 with a significance of 0.000 (p<0.01), which means that there is a significant relationship between self-regulated learning, self-efficacy and social support correlated with academic procrastination in accepted students.

2. Uji Analisis Regresi Parsial

   The results of the multiple regression analysis yielded a t-value of -2.520 with a significance level of 0.01 (p<0.01), indicating that the second hypothesis in this study was accepted, thus declaring a highly significant negative relationship between self-regulated learning and academic procrastination in college students. The results of the multiple regression analysis yielded a t-value of -0.417 with a significance level of 0.006 (p<0.001), indicating that the third hypothesis in this study was accepted, thus declaring a highly significant negative relationship between self-efficacy and academic procrastination in college students. The results of the multiple regression analysis obtained a t value = -3.442 with a significance of 0.001 (p <0.001) which means that the results of the fourth hypothesis in this study are accepted, so that it is stated that there is a very significant negative hypothesis between social support and academic procrastination in students.

3. Regression Line Equation

   These results illustrate that the constant value of academic procrastination of 139.143 occurs when there is no self-regulated learning, self-efficacy, and social support. The regression coefficient on self-regulated learning is -0.354, which means that every additional score on self-regulated learning will reduce the tendency of Academic Procrastination. The regression

coefficient on self-efficacy is -0.049, which means that every additional score on self-efficacy will reduce the tendency of Academic Procrastination. Meanwhile, the regression coefficient on social support is -0.380, which means that every additional score on social support will reduce the tendency of Academic Procrastination.

4. Effective Contribution of Variables

Based on the calculation results above, it can be seen that the effective contribution (SE) of the self-regulated learning variable to academic procrastination is 26.68%, the effective contribution (SE) of the self-efficacy variable to academic procrastination is 28.6%, while the effective contribution (SE) of the social support variable to academic procrastination is 3.48%. The total SE is 58.76% or the same as the coefficient of determination R2 of the regression analysis, namely 58.8%.

CONCLUSIONS

This study discusses the tendency of academic procrastination behavior in students at one of the universities in Sidoarjo. The internal factor in this study is Self-Regulated Learning which is measured based on the high Self-Regulated Learning aspect, namely: Self-evaluation, which is measured by indicators of the ability to obtain the quality of completed tasks and the ability to gain self-understanding of the scope of the task. Organizing and changing, which is measured by indicators of the ability to rearrange the subject matter and the ability to take appropriate learning strategies. Setting goals and planning, which is measured by indicators of determining priorities and making study schedules. Searching for information, which is measured by indicators of the ability to find information on subject matter from various learning sources. Keeping notes and combining, which is measured by indicators of Writing or taking notes on subject matter and Recording the results of class discussions. Environmental arrangement, which is measured by indicators of physical environment arrangement and psychological environment arrangement. Self-specification, which is measured by indicators of willingness to accept the consequences of failure and willingness to improve oneself after experiencing failure. Repeating and remembering, which is measured by indicators of willingness to relearn subject matter and the ability to remember subject matter in a certain way that makes it easier. Seeking social support, as measured by the indicator of seeking support from those closest to him/her to facilitate learning. Reviewing notes, as measured by the indicator of willingness to revisit notes as study material.

The internal factors in this study are Self-Efficacy, measured based on the high Self-Efficacy aspect, namely: The level dimension, measured by the indicator of confidence in completing tasks based on their level of difficulty. The strength dimension, measured by the indicator of confidence or steadfastness in achieving certain achievements. The generalization dimension, measured by the indicator of being able to describe the range or task that is felt to be complete. Another internal factor is Social Support, measured by the Social Support aspect, namely: Emotional support, measured by the indicator. This aspect involves physical strength and a desire to trust others so that the individual concerned believes that others are capable of providing love and affection. Instrumental support, measured by the indicator. This aspect includes providing means to facilitate or help others, such as equipment, supplies, and other supporting facilities, including providing time. Informative support, measured by the indicator. This aspect includes providing information to address personal problems. This informative aspect consists of providing advice, direction, and other information needed by the individual concerned. Assessment support, as measured by indicators, consists of social role support, which includes feedback, social communication, and affirmation (approval).

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