# The Role of Pastoral Care and Self-Efficacy in Student's Self-Regulated Learning

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**ABSTRACT**:
Education, as a strategic investment in the development of high-quality human resources, was expected to serve as the primary means of fostering students' self-regulated learning (SRL) abilities. However, various challenges within Indonesia's educational system had, in fact, hindered the development of SRL among students—an essential foundation for effective learning. This study aimed to examine the influence of pastoral care and self-efficacy on the SRL of students at Frateran Catholic Senior High School, Malang. Employing a quantitative approach, data were collected from a random sample of 140 students. The data collection instruments consisted of questionnaires representing the three scales, each of which had been previously validated. Statistical analysis was conducted using the SPSS program with multiple regression techniques. The results indicated that the correlation coefficient between the independent variables and the dependent variable was 0.722, which was interpreted as strong. Regarding causality, simultaneous regression analysis yielded a p-value = 0.001, which was lower than 0.05, indicating that the regression model could be used to predict students' SRL. Furthermore, on a partial basis, both pastoral care and self-efficacy were shown to significantly influence students' SRL (each with a p-value = 0.001). It was therefore concluded that, both simultaneously and partially, all predictor variables had a significant influence on students' SRL, with self-efficacy exerting a greater effect than pastoral care.

## INTRODUCTION

Efforts to enhance the quality of Indonesia's human resources through the mastery of science and technology must be pursued by undertaking comprehensive reforms in the national education system. Education is regarded as a long-term strategic investment aimed at developing superior and globally competitive human resources. This goal necessitates improvements in teaching methodologies, the integration of technology, and the adaptation of curricula that are responsive to contemporary developments (Siregar et al., 2022). Nevertheless, the implementation of education in Indonesia continues to face numerous challenges, including disparities in access across regions, inconsistent teaching quality, inadequate facilities and infrastructure, and the limited integration of technology into the teaching and learning process (Sahira, 2023; Pambudi, 2023).

The development of students' potential at the secondary education level—particularly in high school—plays a crucial role in preparing them for a more independent and self-directed life. At this

stage, the ability to manage oneself in the learning process, known as self-regulated learning (SRL), emerges as a key competency. SRL refers to a student's capacity to actively direct, control, and monitor their learning processes, including the regulation of thoughts, emotions, and behaviors, in order to achieve specific learning goals (Listiana et al., 2020). SRL abilities enable students to identify and implement effective learning strategies, monitor their progress, and evaluate their outcomes (Duru et al., 2023; Garcí-a-Ros et al., 2022). A study by Duru et al. (2023) revealed that SRL strategies—comprising goal setting, planning, and self-monitoring—can significantly predict students' academic achievement, particularly in the context of mathematics. Furthermore, Garcí-a-Ros et al. (2022) demonstrated that SRL not only contributes to improved academic achievement but also plays a role in reducing academic stress and enhancing students' subjective well-being in secondary education.

The social cognitive theory perspective offers a significant framework for understanding the development of self-regulated learning (SRL) in students. According to Bandura (2001), students do not develop self-regulatory abilities in isolation, but rather through a dynamic interplay of personal, behavioural, and environmental factors. This implies that the development of SRL is profoundly shaped by both the observation of social environments and structured learning experiences. Duchatelet and Donche (2019) further emphasised that teacher care is highly relevant in cultivating student autonomy and motivation—both of which are essential dimensions of SRL. The concept of pastoral care, which adopts a holistic approach to student well-being, underscores the importance of providing emotional and spiritual support. Such care can play a vital role in helping students manage stress and anxiety, thereby creating the psychological conditions necessary for effective learning and self-regulation. Such support is particularly crucial, given that many students encounter challenges that may impede their learning (Hamidah, 2022). Teacher support within a pastoral framework offers more than just emotional reassurance; it also provides students with a reflective space essential for setting meaningful learning goals. Moreover, this form of support contributes to the strengthening of intrinsic motivation, which lies at the heart of SRL (Jaberi et al. (2024). Additionally, Jaberi et al. (2024) highlighted that the development of emotional intelligence among teachers can lead to the creation of a more supportive and empathetic learning environment. This, in turn, promotes student well-being and contributes positively to their academic achievement.

The emotional support embedded within the pastoral care framework provides students with a crucial reflective space in which they can establish learning goals and assess their SRL strategies. Within an educational model, teachers who engage in pastoral care play a pivotal role in helping students navigate emotional challenges that may hinder their learning processes (Burns & Cassidy, 2022). This aligns with the perspective that teacher support within a pastoral context is not merely a supplementary aspect of the educational process, but rather a fundamental element in the development of students' SRL capacities (Seary & Willans, 2020). In this context, research by Frederick et al. (2023) demonstrated that intrinsic motivation, when reinforced through pastoral support, contributes to improved learning outcomes and enhances students' SRL capabilities. Enhanced self-regulation enables students to maintain focus on their academic objectives and build greater resilience in the face of challenges. This finding is further supported by Dyksa (2015), whose research indicated that pastoral care plays a substantial role in improving students' emotional regulation—an integral component of SRL.

Empirical evidence indicates that prior educational experiences play a significant role in enhancing students' confidence in their learning abilities. For instance, Rosdianwinata and Aprilianti (2022) found that the implementation of the Contextual Teaching and Learning (CTL) approach not only increased students' interest in learning mathematics but also improved their self-confidence. This approach immerses students in learning experiences grounded in real-life contexts, thereby fostering a deeper understanding and reinforcing the perception that they are capable of mastering

the subject matter. Consequently, these positive and meaningful educational experiences contribute to the development of students' self-efficacy, which in turn supports improved academic performance. Moreover, Kaya dan Bozdağ (2016) found that students with high levels of self-efficacy consistently demonstrated better academic outcomes. This underscores the importance of cultivating students' confidence in their abilities, as such confidence not only promotes academic achievement but also enhances the success of SRL strategies.

Students with high self-efficacy are more likely to persevere in the face of failure or obstacles. Research by Hayat et al. (2020) demonstrated that self-efficacy directly influences students' efforts to employ effective metacognitive learning strategies, which are instrumental in enhancing academic performance. These strategies encompass planning, monitoring, and evaluating one's learning processes, thereby facilitating better academic outcomes. Furthermore, Ulfatun et al. (2021) found a strong positive correlation between self-efficacy and students' ability to regulate their own learning motivation. This indicates that self-efficacy serves as a foundational element for intrinsic motivation. Students who believe in their capabilities are more inclined to engage in independent learning without relying on external encouragement. Pantu (2021) emphasises that self-efficacy plays a pivotal role in fostering positive learning experiences, leading to academic flow—a state of deep engagement and focus during learning activities. Students with high self-efficacy are better equipped to overcome challenges and obstacles, enabling sustained engagement in their learning processes.

## Rationale of the Study

Improving the quality of Indonesia's human resources through education requires systemic reform, especially at the secondary school level where students begin to develop autonomy in learning. Self-regulated learning (SRL), the ability to plan, monitor, and evaluate one's learning, is a crucial competency at this stage. Research shows that SRL contributes to academic success and emotional well-being. Drawing from social cognitive theory, SRL development is influenced not only by personal and behavioral factors but also by environmental support. Pastoral care, which emphasizes holistic student well-being, offers emotional and spiritual support that fosters intrinsic motivation and resilience—key components of SRL. In addition, students' belief in their own abilities—self-efficacy—has been shown to positively impact SRL strategies and learning outcomes. High self-efficacy enhances students' motivation, engagement, and persistence, especially in challenging learning contexts. Therefore, this study explores the roles of pastoral care and self-efficacy in supporting the development of SRL among high school students, specifically at Frateran Catholic Senior High School, Malang (SMAK Frateran Malang). Specifically, the study poses the research question: "Do pastoral care and self-efficacy influence students' self-regulated learning at SMAK Frateran Malang?". Accordingly, this study seeks to offer a deeper understanding of the dynamics underlying the causal relationship between pastoral care and self-efficacy in relation to students' self-regulated learning (SRL) within the context of the selected research setting. The hypotheses of this study are formulated as follows (1) Pastoral care has an effect on students' SRL. This implies that the care, support, and guidance provided by teachers influence the self-regulated learning of students at SMAK Frateran Malang. (2) Self-efficacy has an effect on students' SRL. This indicates that students' belief in their own ability to accomplish academic tasks affects their self-regulated learning at SMAK Frateran Malang.

## METHODS
### Design and Participants

This study employed a quantitative approach utilizing a correlational research design to examine the relationships between the independent variables—pastoral care and self-efficacy—and

the dependent variable, self-regulated learning (SRL). The design was selected to assess the strength and direction of the associations among these variables. The target population comprised all students enrolled at SMAK Frateran Malang. A cross-sectional approach was adopted, wherein data collection occurred at a single point in time. A sample of 140 students was selected using a simple random sampling technique, ensuring that each member of the population had an equal probability of being chosen. This method was employed to achieve an objective representation of the population and to minimize sampling bias.

## Instruments

In this study, data were collected using a self-report questionnaire, deemed the most appropriate instrument as participants provided responses reflecting their own perceptions. Three scales were measured: Self-Regulated Learning (SRL) (Y), Pastoral Care ($X_1$), and Self-Efficacy ($X_2$). Each scale utilized a six-point Likert response format: 1 (Strongly Disagree), 2 (Disagree), 3 (Slightly Agree), 4 (Moderately Agree), 5 (Agree), and 6 (Strongly Agree). Prior to administration, each scale underwent a field trial to assess item discrimination—the ability of items to differentiate between individuals possessing and lacking the targeted attributes. Items with discrimination indices exceeding 0.30 were retained, indicating a high level of consistency between individual items and the overall scale function.

**The Self-Regulated Learning** (SRL) scale (Y) assesses the strategies employed by students at SMAK Frateran Malang in planning, executing, and monitoring their learning tasks. These strategies encompass self-evaluation reactions, self-consequences, goal setting and planning, organizing and transforming, seeking information, rehearsing and memorizing, environmental structuring, keeping records and monitoring, reviewing texts, reviewing notes, reviewing tests, and seeking assistance from peers, teachers, and parents. The scale comprises 38 items, each rated on a six-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). A field test conducted prior to the main study yielded a Cronbach's alpha reliability coefficient of 0.951, indicating excellent internal consistency.

**The Pastoral Care** scale ($X_1$) assesses students' perceptions at SMAK Frateran Malang regarding various forms of support received from their social environment. This encompasses behaviors that demonstrate empathy, foster honest and open communication, provide spiritual support, address emotional challenges, and empower students to take action or initiate change. Based on these indicators, the scale comprises 20 statement items, each rated on a six-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). A field test conducted prior to the main study yielded a Cronbach's alpha reliability coefficient of 0.955, indicating excellent internal consistency.

**The Self-Efficacy scale** ($X_2$) measures students' beliefs in their ability to solve problems, handle various situations, organize and execute necessary actions, and achieve desired outcomes. This scale comprises 12 statement items, each rated on a six-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). A field test conducted prior to the main study yielded a Cronbach's alpha reliability coefficient of 0.874, indicating good internal consistency.

## Data Analysis

This study employed multiple linear regression analysis to test its hypotheses. Prior to conducting the regression analysis, classical assumption tests were performed to ensure the validity of the model. These tests included assessments of normality, linearity, multicollinearity, and heteroscedasticity. All data processing and analyses were conducted using IBM SPSS Statistics 27 for Windows.

**RESULTS AND DISCUSSION**
**Results**

The data analysis commenced with the presentation of descriptive statistics to summarize the responses of research participants for each variable. To facilitate interpretation, evaluative classifications were applied, categorizing numerical scores into qualitative levels that convey evaluative meaning. This approach enables a clearer understanding of the data by translating quantitative results into meaningful categories. The following section presents a detailed description of participants' assessments for each variable:

Table 1. Categories of *Self-regulated learning* (SRL) (Y), *Pastoral care* ($X_1$), and *Self-efficacy* ($X_2$)

| *Stanfive Norm* | Percentage (%) | | | Category |
|---|---|---|---|---|
| | **(Y)** | **($X_1$)** | **($X_2$)** | |
| M + 1,50SD < X | 5,71 | 4,29 | 5 | Very High |
| M + 0,50SD < X  <  M + 1,50SD | 22,14 | 30,71 | 15 | High |
| M − 0,50SD < X  <  M + 0,50SD | 42,86 | 44,28 | 52,86 | Moderate |
| M − 1,50SD < X  <  M − 0,50SD | 20 | 12,86 | 22,14 | Less |
| X  <  M − 1,50SD | 9,29 | 7,86 | 5 | Low |

Referring to the Stanfive Norm, the response categories for each variable are delineated based on the mean and standard deviation values as follows: Referring to the Stanfive norms presented in the table above, the highest category for SRL (Y) falls within the 'moderate' category, which constitutes 42.86% of the total frequency. This is followed by the 'high' category at 22.14%, the 'less' category at 20.14%, the 'low' category at 9.29%, and the 'very high' category at 5.71%. Regarding the pastoral care variable ($X_1$), the highest category is found in the 'sufficient' category, which represents 44.28% of the total frequency. This is followed by the 'high' category at 30.71%, the 'less' category at 12.86%, the 'low' category at 7.86%, and the 'very high' category at 4.29%. Finally, for the self-efficacy variable ($X_2$), the highest category is in the 'moderate' category, comprising 52.86% of the total frequency. The 'less' category follows at 22.14%, the 'high' category at 15%, the 'very high' category at 5%, and the 'low' category also at 5% of the total frequency.

**Hypothetical Testing**
*Classical Assumption Test*

Before discussing the results of the multiple regression analysis, it is necessary to first explain the results of the classical assumption tests, which include: The normality test aims to determine whether the data for the research variables are normally distributed (Ghozali, 2021). This study utilizes the Kolmogorov-Smirnov test, where a significance value greater than 0.05 indicates that the data are normally distributed. The test results show a significance value of 0.100, which exceeds 0.05, indicating that the regression model meets the assumption of normality. Subsequently, a linearity test is conducted to assess whether the theoretical linear relationship between variables aligns with empirical evidence. Two variables are considered to have a linear relationship if the significance value for linearity is less than 0.05 (Ghozali, 2021). Based on the Deviation from Linearity values, all significance values are greater than 0.05, indicating that the relationships between the independent variables and the dependent variable are linear (pastoral care ($X_1$) sig. 0.500; self-efficacy ($X_2$) sig. 0.623). Furthermore, a multicollinearity test was conducted to determine whether the regression model exhibited any correlation between the independent variables (Ghozali, 2021). The evaluation was based on the Variance Inflation Factor (VIF) and Tolerance values in the Collinearity Statistics column. If the VIF value is less than 10 and the Tolerance value is greater than 0.1, it is concluded that there is no multicollinearity. Based on the analysis results, there was no

indication of multicollinearity (pastoral care ($X_1$): Tolerance = 0.687, VIF = 1.456; self-efficacy ($X_2$): Tolerance = 0.687, VIF = 1.456). Furthermore, a heteroscedasticity test was performed to assess whether the regression model exhibited unequal variance of the residuals across observations. If the variance of the residuals is constant across observations, it is referred to as homoscedasticity. According to Ghozali (2021) most cross-sectional data tend to exhibit heteroscedasticity because they represent a range of sizes (small, medium, and large). To detect the presence or absence of heteroscedasticity in this study, the scatterplot pattern was examined. The results showed that the points were randomly distributed above and below the Y-axis value of 0, suggesting that there is no heteroscedasticity problem in this regression model, as the data points were spread in all directions without forming a specific pattern.

### Regression Analysis

After conducting the classical assumption tests, the researcher proceeded to test the hypothesis using multiple linear regression analysis. The F-test results, which assess the simultaneous effect of the independent variables on the dependent variable, SRL (Y), are presented in the table below.

Table 2.  ANOVA

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 32097.349 | 2 | 16048.674 | 74.542 | <.001[b] |
| Residual | 29495.623 | 137 | 215.297 | | |
| Total | 61592.971 | 139 | | | |

The F test results above show the sig value. $< \alpha = 0.05$ so that it can be said that there is a "significant" influence of the independent variables simultaneously on the dependent variable. Thus, this regression model is fit to predict the effect of pastoral care ($X_1$) and self-efficacy ($X_2$) on SRL (Y). Furthermore, to determine the strength of the relationship and the direction of the relationship between the independent variable and the dependent variable can be seen in the table below.

Table 3.  Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .722[a] | .521 | .514 | 14.67299 |

Based on the data presented in the table above, the correlation coefficient between the independent variables and the dependent variable is 0.722. According to Sugiyono (2019), a correlation coefficient of this magnitude (0.722) is interpreted as indicating a "strong" relationship. This value reflects the strength of the relationship between the independent variables—pastoral care ($X_1$) and self-efficacy ($X_2$)—and the dependent variable, SRL (Y). In addition to indicating a strong relationship, the correlation coefficient is positive, suggesting that as the value of the SRL variable increases, the values of the independent variables also tend to increase. Furthermore, to examine the partial effects of the independent variables, please refer to the following table.

Table 4.  Coefficients

| Independent Variable | t-count | Sig. / p | Description |
|---|---|---|---|
| Pastoral care ($X_1$) | 4.862 | <0,001 | $H_0$ is rejected, $H_1$ is accepted |
| Self-efficacy ($X_2$) | 6.560 | <0,001 | $H_0$ is rejected, $H_1$ is accepted |

The interpretation of the t-test results refers to the rules of "partial" hypothesis testing, namely that if the significance value (sig. t) is less than 0.05, the regression coefficient is considered

"significant." Based on the data in the table above, this indicates that the independent variables have a significant effect on the dependent variable. In addition to referring to the significance value, the partial causal effect of each variable can also be assessed by comparing the calculated t-value (t-count) with the critical t-value (t-table). If the t-count exceeds the t-table value at a 5% significance level, the null hypothesis ($H_o$) is rejected and the alternative hypothesis ($H_a$) is accepted. With a degree of freedom of n - k (140 - 3), the critical t-value from the t-distribution table is 1.977431. Accordingly, all t-count values for the independent variables in the table above exceed 1.977431. This confirms that each independent variable has a statistically significant partial effect on the SRL variable.

**Discussion**

Based on the description of the study variables, as presented in the data description section using the standard five-point norm for grouping respondents' responses, it is evident that all variables—self-regulated learning (SRL), pastoral care, and self-efficacy—show the highest percentage in the "sufficient" category. Referring to the results of hypothesis testing, as previously presented, it is clear that all hypotheses, both simultaneous and partial, are accepted. A detailed explanation of these findings is provided in the following sections.

In relation to the influence of pastoral care and self-efficacy on the SRL of students at SMAK Frateran Malang, these two independent variables not only function as separate factors affecting SRL, but also reinforce one another, ultimately determining the quality of students' self-regulation in learning. The results of the major hypothesis test show a significance value of F = 0.001, which is less than 0.05. This indicates that all independent variables, taken together, have a significant effect on students' SRL, with a positive correlation (R = 0.722). Based on these test results, the major hypothesis stating, "There is a significant influence of pastoral care and self-efficacy on the SRL of students at SMAK Frateran Malang," is proven and accepted. The acceptance of this major hypothesis supports the views of previous theorists, who assert that individuals' ability to actively manage their own learning process—by regulating cognition, motivation, behavior, and the learning environment to achieve specific goals—is fundamental (Zimmerman, 1989;Zimmerman, 2008). Likewise, Bandura (2001), in his Social Cognitive Theory, emphasizes that the development of SRL does not occur in isolation, but is shaped by the interaction among personal, behavioral, and social environmental factors.

The results of this study were found to support the findings of previous research, which demonstrated that a supportive pastoral environment can enhance students' self-confidence, thereby contributing to the development of SRL. Seary and Willans (2020b) emphasize that caring and pastoral-based teaching creates a safe space for students to explore their identity and potential, enabling them to thrive in the learning process. In such an environment, students not only feel valued but are also encouraged to believe in their abilities. Demir (2023) similarly states that self-efficacy is closely linked to students' engagement in the learning process, which is crucial for the development of SRL. When students possess a strong belief in their capabilities, they tend to be more actively engaged in learning activities and adopt strategies that promote effective self-regulation. In this context, pastoral support functions to build and strengthen these beliefs. Furthermore, Ulfatun et al. (2021) demonstrated that students with higher self-efficacy in online learning environments exhibited better learning outcomes and were more capable of independently managing their learning processes. These findings suggest that self-efficacy plays a crucial role in helping students adjust their learning strategies and adapt to changes in the learning environment. The importance of the relationship between pastoral care, self-efficacy, and self-regulated learning (SRL) is also emphasized by Zahidi & Ong (2023), who highlight that strong self-efficacy can assist

students in managing their learning processes more effectively, including seeking feedback, revising learning goals, and exploring new approaches to understanding subject matter.

The influence of pastoral care on the SRL of STP-IPI Malang students can be understood through the supportive educational environment that prioritizes students' well-being, thereby significantly contributing to the development of their self-regulation skills in the learning process. The measurement of the pastoral care variable was conducted using five indicators: demonstrating empathy, building honest and open communication, providing spiritual support, addressing emotional problems, and empowering students to take action or make changes. The results of the 'minor hypothesis' testing (partial), regarding the alleged influence of pastoral care on the SRL of STP-IPI Malang students (t value = 4.862 > t table = 1.977431, and a significance or probability value of 0.001 < 0.05), indicate that pastoral care has a significant effect on students' SRL, with a positive correlation direction. Based on these results, it can be concluded that the hypothesis stating, "There is a significant effect of pastoral care on the SRL of STP-IPI Malang students," is proven (accepted). The acceptance of this hypothesis supports the views of previous theorists, who state that SRL involves three major phases: planning (forethought), implementation (performance), and evaluation (self-reflection) (Yu et al., 2022; Zimmerman, 1989). In the context of pastoral care, teachers serve as mentors who provide emotional and social support, which is crucial for enhancing students' self-confidence and their belief in their ability to overcome academic challenges. This, in turn, fosters the development of intrinsic motivation, a vital component of SRL.

The results of this study were found to support the findings of previous research. For example, Ramadhany and Rosy (2021) showed that students who receive pastoral support tend to develop a positive attitude toward learning, which leads to better self-regulated learning (SRL). They found that positive interactions between social support from teachers and the development of SRL contributed to improved learning outcomes at SMKN 10 Surabaya. This support enables students to manage their learning processes, set goals, and evaluate their progress, which are core components of SRL. Further research by Iftikar et al. (2020) confirmed that a positive school climate—closely related to the concept of pastoral care—has a significant impact on students' discipline and creativity, which are also important indicators of their SRL capacity. A positive and emotionally supportive learning environment encourages students to actively engage in their learning processes and develop the self-regulation skills necessary to achieve their academic goals. Andini et al. (2023) also revealed that a supportive environment, such as that provided through pastoral care, has a positive impact on students' learning discipline. This learning discipline plays an important role in enhancing SRL, enabling students to be more committed to achieving their academic goals. These findings suggest that there is a direct relationship between positive emotional experiences in the learning process and the improvement of self-regulation strategies.

The influence of self-efficacy on the SRL of STP-IPI Malang students can also be explained through the Social Cognitive Theory developed by Bandura (2001), which refers to an individual's belief in their ability to achieve a goal or complete a specific task. This belief plays an important role in motivating students to exert effort and apply the necessary learning strategies to effectively manage their learning processes (Ulfatun et al., 2021). Measurement of the self-efficacy variable was conducted using five indicators, namely: the ability to solve problems, face various situations, organize and carry out a series of required actions, and believe in the ability to achieve desired outcomes. The results of the 'minor hypothesis' test (partial), regarding the alleged influence of self-efficacy on the SRL of STP-IPI Malang students (t value = 6.560 > t table = 1.977431, and a significance or probability value of 0.001 < 0.05), show that self-efficacy has a significant effect on student SRL, with a positive correlation. Based on the test results, it can be concluded that the hypothesis stating, "There is a significant effect of self-efficacy on the SRL of STP-IPI Malang students," is proven (accepted). The acceptance of this hypothesis supports the views of previous theorists, who assert

that self-efficacy is not only essential in academic contexts but also plays a critical role in self-regulation and the development of lifelong learning abilities. Supporting the development of students' self-efficacy is a crucial element in ensuring that they are able to cope with academic changes, challenges, and pressures (Duchatelet & Donche, 2019). Students with high self-efficacy tend to seek out challenges and are more willing to take risks during the learning process. They not only exert greater effort but also maintain focus and demonstrate resilience in finding solutions when encountering obstacles. Conversely, students with low self-efficacy are more likely to avoid tasks or give up easily when faced with difficulties. This aligns with Bandura's (2001; in Macalisang & Bonghawan, 2024) explanation that individual beliefs significantly influence how they feel, think, motivate themselves, and behave.

The results of this study have been proven to support the findings of previous research. Kemal's (2020) study reveals that self-efficacy functions as a determinant of human behavior. Students who possess strong beliefs in their abilities tend to exert greater effort in completing tasks, demonstrate perseverance when facing obstacles, and show greater resilience to stress. This suggests that the development of self-efficacy in students is crucial for their academic progress and success in utilizing SRL strategies. Similarly, the findings of Theresya et al. (2018) showed that an increase in self-efficacy is accompanied by an increase in the use of SRL strategies. Students who believe in their learning abilities are more likely to set goals, plan how to achieve them, and evaluate their progress. They are also more eager to face challenges and more resilient when experiencing failure, thereby enhancing the effectiveness of their learning strategies. Alafgani and Purwandari's (2019) research further supports this, showing that students with high self-efficacy—often associated with pastoral support—are better able to regulate their learning processes and commit to their learning goals. The availability of pastoral care support helps students manage anxiety and stress, facilitating the adoption of more adaptive learning strategies when encountering challenges.

**Limitations and Further Research**

This study has certain limitations and requires further development in future research. First, regarding the unit of analysis, this study focused only on students from a single school; therefore, future research should consider a broader scope by including multiple schools or educational institutions. Second, the sample size in this study is relatively small; thus, it is recommended that future studies target a wider geographical area and involve a larger population to enhance the generalizability of the findings.

**CONCLUSION**

Based on the inferential statistical analysis of the proposed hypotheses, it can be concluded that both pastoral care and self-efficacy, simultaneously and partially, have a significant effect on the SRL of students at SMAK Frateran Malang. The correlation between the independent variables (pastoral care and self-efficacy) and the dependent variable (SRL) is proven to be strong and positive. When viewed in terms of their respective influence on students' SRL, the self-efficacy variable contributes more significantly than the pastoral care variable.

**ACKNOWLEDGEMENT**

The authors sincerely acknowledge all people who have helped, contributed, and supported the authors in writing and finishing this manuscript.

**AUTHOR CONTRIBUTION STATEMENT**

All authors have read and approved the final version of the manuscript.

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