

Learning independence: The influence of parental social support and self-regulation

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ABSTRACT

Low parental support and learning attitudes can hinder students' learning processes. This study was conducted to determine the effect of parental social support and self-regulation on the learning independence of fifth-grade students at Fostered Area (Dabin) Elementary School 1, Prambanan District. This study uses a quantitative research type of ex post facto design without providing special treatment to students based on the research instruments created. The population in this study amounted to 122 students, with a research sample of 92 students selected randomly. The research instruments used were in the form of a questionnaire on parental social support, a questionnaire on self-regulation, and a questionnaire on learning independence, which have been proven valid by expert judgment, a validity test, and a reliability test. The tabulated data were subjected to assumption tests in the form of a one-sample Kolmogorov-Smirnov normality test, linearity test, multicollinearity test, and heteroscedasticity test with the help of SPSS 29. Furthermore, the data were analyzed using multiple regression techniques with the help of SPSS version 29 to test the research hypothesis. The results of the study prove that: 1) Parental social support and self-regulation together influence students' learning independence. 2) Parental social support partially influences students' learning independence. 3) Self-regulation partially influences students' learning independence in class V of Fostered Area (Dabin) Elementary School, Prambanan District. So, it can be concluded that parental social support and self-regulation have implications for learning independence. It is hoped that this study can contribute to increasing the role of parents in providing social support to their children. It is recommended that future studies examine interventions or programs designed to enhance self-regulation and learning independence while taking into account the role of social support, particularly from parents.



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INTRODUCTION

Learning is an important key in every educational endeavor. Learning is a series of physical and mental activities to obtain a change in behavior as a result of individual experiences in interaction with their environment, involving cognitive, affective, and psychomotor (Pinta et al., 2024). According to Santoso et al., (2023), when learning, independence is needed. Students who are

successful in their studies are certainly balanced with independence (Asih et al., 2023). As conveyed by Widyastuty (2024), one of the learning behaviors that can help students achieve success in their learning is learning independence. In line with this opinion, Rama (2023) stated that there is an influence between learning independence and learning outcomes. Thus, an independent attitude is very necessary to achieve success in learning.

Learning independence is the ability to control or regulate one's thoughts, feelings, and actions freely and to try to overcome feelings of shame and doubt (Rahayu et al., 2023). A learning activity carried out by a person without relying on others as an effort to improve knowledge, skills, or develop achievements is independent learning (Fadilah & Himmawan, 2023; Sorokova, 2020). The freedom of students to explore and analyze learning materials so that students are able to understand learning materials actively and are able to respond to their learning situations is a picture of an independent person (Fatah & Zumrotun, 2023). Learning independence can also help students to plan goals, time, and strategies, manage behavior, motivate themselves, and evaluate self-improvement (Chen et al., 2023; Nurhamidah & Nurachadijat, 2023). Referring to the opinion of Desmita (2015) & Kopzhassarova et al., (2016) that someone independent is someone who meets the following criteria, namely: 1) has a competitive desire to progress for their good; 2) able to make decisions and take the initiative to overcome the problems faced; 3) have self-confidence in carrying out the tasks they have; 4) be responsible for what they do. Independent students know, understand, and immediately carry out tasks that need to be completed by empowering their abilities without having to be reminded or assisted by others. Independent students can carry out tasks and obligations with full self-confidence (Ba'abduh et al., 2024). On the other hand, students who are not independent will harm themselves. They are not able to solve the problems they face because they have weak self-confidence (Maheswari et al., 2024).

Based on the results of observations and interviews in several Dabin 1 Elementary Schools in Prambanan District, several problems related to the learning process were identified. These problems include the lack of student learning independence, the lack of social support from parents for the student learning process, and the lack of self-regulation of students in learning. The lack of student learning independence in the learning process is evidenced by: 1) Some students do not do their homework, 2) students forget to bring their textbooks, 3) students chat when the teacher is delivering the material, 4) students copy their friends' answers, 5) students still depend on teacher guidance and do not have the initiative to find other learning resources from books. The lack of social support from parents in student learning activities is evidenced by: 1) Most parents leave all forms of teaching to the teacher, 2) Few parents ask about the progress of students' learning at school, 3) Parents get angry and blame students when they have difficulty learning, 4) Parents never accompany students when studying at home. The lack of self-regulation in the learning process is proven by: 1) students do not have learning targets, 2) students are resigned to the learning outcomes they get without making any evaluation efforts to improve their learning outcomes, 3) students do not have a strong desire to study seriously without the help of others. The lack of learning independence possessed by students can foster bad learning habits (Desmita, 2015).

On the other hand, if the problem is immediately addressed and the causative factors are found, good learning habits will emerge so that learning activities can be directed towards student-centered learning. Students will also have the initiative, learn of their own accord, and not depend too much on teachers. 2 factors influence learning independence, namely from outside and inside. Factors that come from outside are family, school, and society. Factors that come from within include the physical condition of students, motivation, discipline, interests, talents, intelligence, and self-regulation (Kokan, 2023).

The family has an important role in supporting the formation of learning independence (Irawan et al., 2024). Parents are expected to be able to provide opportunities for children to develop themselves, make decisions they want to make, and learn something. However, there are still many parents of students who are less participatory in the learning program of educational units (Hardianto, 2022). To be independent, a person needs opportunities, support, and encouragement from the family (Brahmana & Yuwono, 2024). Research by Ridhaningtyas et al., (2024) states that parental social support influences students' learning independence. Research by Ardianto et al., (2024) also shows

that the higher the social support given by parents, the higher the learning independence of students. So, it can be said that good parental social support will increase learning independence.

In addition to external factors, there are also internal factors that influence students' learning independence, namely self-regulation (Sagitarini et al., 2023). Self-regulation is substantially formed in the early period through environmental and biological effects (Liman & Tepeli, 2019). Self-regulation is a process in which a person can regulate their achievements and actions, such as setting targets and time for themselves, evaluating and monitoring their success when achieving those targets, determining strategies, and rewarding themselves for achieving those goals (Brenner, 2022; Harahap, 2023; Tzimas & Demetriadis, 2024). Students who have self-regulation can formulate and set their own learning goals because they can be in control of their learning activities (Samini et al., 2023). This ability to self-regulate not only encourages better decision-making but also contributes to overall well-being, as individuals can cope with stress and adversity with greater resilience and control (Ramdass & Zimmerman, 2011). Self-regulation is very important in various aspects of life, including education, work professionalism, and social connection (Ök & Sarıtaş, 2022; Radzitskaya & Islamov, 2024).

Several studies have examined the topic of parental social support, regulation, and learning independence, including learning independence reviewed from parental social support for high school students (Pardosi & Atrizka, 2018), learning success formula reviewed from independence, motivation and social support for college students (Nadiyah et al., 2023), the influence of self-efficacy and emotional intelligence on learning independence of high school students (Saragih & Lubis, 2023), and the influence of self-regulation and discipline on independence in elementary school (Purwaningsih & Herwin, 2020). Although numerous studies have examined the relationships between parental social support, self-regulation, and learning independence, most of these studies have focused on secondary and higher education levels. Moreover, there is a lack of research that simultaneously investigates the role of both parental social support and self-regulation in influencing learning independence among elementary school students. This indicates a research gap that needs to be addressed. The novelty of this study lies in its approach to combining parental social support and self-regulation as predictors of learning independence, specifically within the context of elementary school students. This integrated approach has rarely been explored in previous studies, particularly at the primary education level.

Based on the description above, it is known that parental social support and self-regulation will affect students' learning independence. However, it is not yet clearly known what the level of parental social support and self-regulation of students is, and the influence of both on students' learning independence is not yet clearly known. Therefore, this study aims to determine the effect of parental social support and self-regulation on the learning independence of grade V students at Dabin 1 Elementary School, Prambanan District. It is hoped that this study can contribute to increasing the role of parents in providing social support to their children.

METHOD

The research to be conducted uses a quantitative approach. Specifically, this research is directed at the design of ex post facto research. Ex post facto research is research where researchers are related to instruments that have occurred, and they do not provide special treatment to the instruments being studied (Sugiyono, 2017). The procedures for this research are identification of problems and formulation of hypotheses, determination of variables, selection of research designs, selection of samples and data collection techniques, data analysis, interpretation, and conclusions.

This study was conducted in grade V of elementary schools in the Prambanan District in the 2023/2024 academic year. This study had a population of 122 fifth-grade students from 8 schools in Dabin (Patronage Area) 1, Prambanan District.

Table 1. Population Size

No.	School Name	Number of Students
1	Pandansimping 2 Elementary School	17
2	Sangon 1 Elementary School	5

No.	School Name	Number of Students
3	Prambanan Elementary School	21
4	Pereng Elementary School	15
5	Cucukan 2 Elementary School	19
6	Kebondalem Kidul 1 Elementary School	18
7	Kokosan Elementary School	12
8	Joho 1 Elementary School	15
Amount		122

Due to the large population, researchers took several samples from the population that would be used as research subjects. The determination of this research sample refers to the formula developed by Issac and Michael (Sugiyono, 2017). The formula is as follows.

$$s = \frac{a^2.N.P.Q}{d^2(N-1) + a^2.P.Q} \quad (1)$$

Information:

s: many samples

a²: Value a chi square table DK = 1 significance 5% (3.841)

N: large population

P = Q: population size

d: 0.05

$$s = \frac{3,841.122.0,5.0,5}{(0,05)^2. (122 - 1) + 3,841.0,5.0,5} = \frac{117,1505}{0,3275 + 0,96025} = 92,97$$

Sampling in this study was based on the consideration of a fairly large population, namely 122 fifth-grade students from 8 elementary schools in Dabin 1, Prambanan District, in the 2023/2024 academic year. To maintain the efficiency and effectiveness of the study and to ensure that the data collected remains representative, the researcher refers to the formula developed by Isaac and Michael (Sugiyono, 2017) in determining the ideal sample size. The calculation results show that the number of samples needed is 92 students. The random sampling technique was chosen as the sampling method to provide an equal opportunity for each member of the population to become a research subject. This random selection also aims to avoid bias in determining the sample. This process is then consulted with the class teacher to ensure the eligibility of the selected students so that the data obtained later is valid and relevant to the research objectives.

This study uses a questionnaire. The measurement in the questionnaire above uses a modification of the Likert scale. The scale used contains statements consisting of two types of statements, namely, favorable (positive statements) and unfavorable (negative statements). The determination of the score for each answer can be seen in Table 2.

Table 2. Distribution of Modified Likert Scale Scores

No.	Answer	Score	
		Favorable Statement	Unfavorable Statement
1	Very Suitable	4	1
2	In accordance	3	2
3	It is not by	2	3
4	Inappropriate	1	4

(Widoyoko, 2022)

The modification is used to compile a questionnaire to obtain data on parental social support, self-regulation, and learning independence. The instrument grid for each variable and the number of questions are as follows.

Table 3. Grid Instrument Support Social Person Old

No.	Variables	Indicator	Sub Indicators	No Item		Amount
				F	UF	
1	Social Support of	Emotional	Gaining Empathy	3	2	5

No.	Variables	Indicator	Sub Indicators	No Item		Amount	
				F	UF		
	Parents	Support	Getting Attention and Love, Darling	3	2	5	
			Support Awards	Get an Award, Positive Agreement Idea or Feelings	3	2	5
		Instrumental Support	Information Support	Immediate Help/Real in the Form of Goods, Time, and Service	2	2	4
				Get Advice and Suggestions	3	1	4
				Get Directions from Problem	2	1	3
					3	1	4
Number of Items				19	11	30	

Table 4. Grid Instrument Regulation Self

No.	Indicator	Sub Indicators	No Item		Amount
			F	UF	
1	Goal Setting	Set a Target Achievement while Studying	1.2	3.4	4
2	Planning	Plan time Study	5.6	7.8	4
		Plan to use the Learning Facilities	9,10	11,12	4
		Reminding myself of the Importance of Studying	13,14	15,16	4
3	Motivation Self	Give yourself a Reward when you Experience Learning Success	17.18	19.20	4
4	Attention Control	Focus Attention	21,22	23,24	4
5	Use of a Strategy Study which Flexible	Own Strategy Study	25,26	27,28	4
6	Self Monitoring	Monitoring Progress Study	29,30	31,32	4
		Look for Assistance at the Party Social	33,34	35,36	4
7	Looking for Help Right now	Look for Assistance from the non Social Party	37,38	39,40	4
8	Evaluation Self	Understand the Advantages and Disadvantages Associated with Something	41,42	43,44	4
Amount Item			22	22	44

Table 5. Grid Instrument Independence Study

No.	Variables	Indicator	Sub Indicator	No Item		Amount	
				F	UF		
1	Learning Independence	Believe Self	Brave comes on Stage in a Public Face	1	1	2	
			Believe in Ability Self	1	1	2	
			Brave Ask	1	1	2	
			Brave to put Forward an Opinion	1	1	2	
			Brave does the Task Alone	1	1	2	
			Able to Work Alone	Do Tasks without being Ordered by Others	1	1	2
				Satisfied with the Results Obtained	1	1	2
				Be Careful in Making Decisions	1	1	2
			Able to make Decisions Responsible	Brave Confesses Error	1	1	2
				Brave Accepts the Risk for the Actions Taken	1	1	2
				A Responsible Answer to Completing the Task	1	1	2
			Desire to move Forward	Flavor knows which Rall	1	1	2
				Like things New	1	1	2
				Have Creativity, which is Tall	1	1	2

No.	Variables	Indicator	Sub Indicator	No Item		Amount
				F	UF	
		Discipline	Fulfill Regulations in Class and at School	1	1	2
			Prepare Book Lessons yourself without having to be told.	1	1	2
		Active in Learning	Communicating the Results of his Opinion	1	1	2
			Try to find your Knowledge	1	1	2
			Make something to understand the Lesson	1	1	2
Amount				19	19	38

In quantitative research, validity and reliability are two essential components that determine the quality of measurement tools. Validity refers to the extent to which an instrument accurately measures what it is intended to measure, while reliability refers to the consistency of measurement results under similar conditions. Ensuring that an instrument is both valid and reliable is a crucial preliminary step before it is used to collect research data.

In this study, content validity was assessed through expert judgment by professionals in relevant academic fields. The validity of the parental social support questionnaire was evaluated by Dr. Budi Astuti, M.Si, a lecturer from the Faculty of Psychology at Yogyakarta State University (UNY). Items were rated based on their relevance using a scale of 1 to 5, and the average score was 3.8. This result indicates that the instrument is suitable for use with minor revisions. The self-regulation questionnaire was assessed by Dr. Nur Cholimah, M.Pd, a lecturer from the Faculty of Education, UNY. The average rating was 3.7, suggesting that the instrument is also appropriate, with some revisions. Meanwhile, the learning independence questionnaire was evaluated by Dr. Muthmainah, S.Pd, M.Pd, a lecturer from the Faculty of Early Childhood Education, UNY. The average score was 3.8, indicating that the instrument is acceptable with minor revisions. Furthermore, to assess the internal consistency of the items in each instrument, a reliability test was conducted using Cronbach's Alpha coefficient. As shown in Table 6, the reliability values for all variables are categorized as very high. Data analysis uses descriptive analysis, prerequisite tests, and hypothesis tests.

Table 6. Reliability Test Results

No.	Variables	Cronbach's Alpha	N of Items	Criteria
1	Parental Social Support	.895	30	Very High
2	Self Regulation	.936	44	Very High
3	Learning Independence	.907	38	Very High

RESULTS AND DISCUSSION

Results

This study has several stages of data analysis of the research results carried out, including descriptive analysis, assumption testing, and hypothesis testing. The descriptive analysis includes the average (mean), standard deviation, and variance. The assumption tests carried out in this study include residual normality tests with the Kolmogorov-Smirnov test, linearity tests, multicollinearity tests, and heteroscedasticity tests. The next stage is hypothesis testing with simple regression analysis and multiple regression analysis.

Descriptive Analysis

Table 7. Descriptive Analysis Results

No.	Variables	Meaning	Standard Deviation	Variance
1	Support Parents Social	93.32	10.537	111.031
2	Self Regulation	130.07	16.818	282.835
3	Learning Independence	112.85	14.418	207.889

Based on the results, [Table 7](#) shows that the means support social people old, that is own score 93.32, which gives meaning that support social people old participants' education class V Dabin 1 Elementary School, Prambanan District is very high. The mean score of 130.07 from the results of the descriptive analysis of self-regulation means that the regulation of class V students of Dabin 1 Elementary School, Prambanan District, is in the moderate category. The mean score of learning independence of 112.85 means that the learning independence of class V students of Dabin 1 Elementary School, Prambanan District, is in the moderate category.

Normality Test

The normality test aims to determine whether the data obtained from the research sample is normally distributed or not. The normality test uses Kolmogorov-Smirnov. Matter. This is because of sample research, more than 30. Decision making in this normality test is based on Mark Sig. As big as 5% or $\alpha = 0.05$. If mark Asymp sig (2 tailed) > 0.05 , then the data is normally distributed, whereas if Asymp sig (2 tailed) < 0.05 , then the data is not normally distributed. The normality test in this study was conducted with the help of SPSS version 23. The results are shown in [Table 8](#).

Table 8. Normality Test Results

		Support Social Parent	Regulation Self	Independence and Learning
N		92	92	92
Normal Parameters ^{a,b}	Mean	93.32	130.07	112.85
	Std. Deviation	10,537	17,562	14,418
Most Extreme Differences	Absolute	.050	.063	.103
	Positive	.050	.045	.055
	Negative	- .044	- .063	- .103
Test Statistics		.050	.063	.103
Asymp. Sig. (2 2-tailed) ^c		.200 ^d	.200 ^d	.108

Based on the results obtained from the SPSS calculation, it can be seen that the significance. The value of the Kolmogorov-Smirnov test on the variable of parental social support is 0.200. This value is greater than α ($0.200 > 0.05$), so it can be decided that the data sample supports that social parents are normally distributed. The sig. the value of the Kolmogorov-Smirnov test on the variable regulation self is 0.200. Mark the bigger from mark α ($0.200 > 0.05$), so it can be concluded that the self-regulation sample data is distributed normally. Then mark sig. Kolmogorov-Smirnov on the independence variable Study is 0.108. Mark the bigger α ($0.108 > 0.05$) so that it can be concluded that the independent learning sample data is normally distributed. Thus, the analysis can be continued to the second prerequisite test.

Linearity Test

The linearity test aims to see the linear relationship between variables. Free with variable bound. In correlation, there should be a connection that is linear connection between the free variable and the variable bound. The linearity value is seen from the value sig. Deviation of linearity. The results of the linearity test calculation are shown in [Table 9](#).

Table 9. Linearity Test Results

No.	Connection	Significance	Information
1	Support Social Persons Old and Independence Study	0.425	Linear
2	Regulation of Self and Independence Study	0.065	Linear

Based on [Table 9](#), it appears that the sig. deviation of linearity value of the parental social support variable as an independent variable and independence Study as variable bound as big as 0.425 or bigger from 0.05, so it can be concluded that the connection between social parents with learning independence is linear. Table 16 also shows that the sig. deviation of linearity value of the self-regulation variable as a variable free and independent Study as variable bound as big as 0.065 or

bigger from 0.05, so that it can be concluded that the relationship between self-regulation and learning independence is linear. Thus, the second prerequisite test is met.

Multicollinearity Test

The purpose of the multicollinearity test is to determine whether or not there is a relationship. Between variable-free. Condition analysis regression is the presence of multicollinearity (Priyatno, 2009). The multicollinearity value is seen from the tolerance value and the VIF value. The results of the multicollinearity test are as follows.

Table 10. Multicollinearity Test Results

Model		Unstandardized d Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13.624	9.510		1.433	.155		
	Social Support	.521	.114	.381	4.579	.000	.706	1.416
	Person Old							
	Regulation Self	.389	.068	.474	5.697	.000	.706	1.416

Based on Table 10, the known mark tolerance aspect supports social support of parents and self-regulation, respectively, namely 0.706. The tolerance value is more than > 0.10 . Then, the VIF value of social support of parents and self-regulation obtained a value of 1.416, which is < 10.00 , so it can be concluded that the independent variable does not experience multicollinearity with the dependent variable.

Heteroscedasticity Test

Test heteroscedasticity, aiming for test inequality. Variants from one observation to another. The heteroscedasticity test in this study was conducted using the Glejser test, namely by regressing the independent variable against the absolute residual value (AbsRES). The results of the heteroscedasticity test are as follows.

Table 11. Heteroscedasticity Test Results

Model		Unstandardized d Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13.624	9.510		1.433	.155		
	Social Support	.521	.114	.381	4.579	.000	.706	1.416
	Person Old							
	Regulation Self	.389	.068	.474	5.697	.000	.706	1.416

Referring to Table 11, the Standardized Coefficients section obtained a significance of 0.381 for social support and 0.474 for self-regulation. Based on the results obtained, it exceeded 0.05, so it was stated that there was no heteroscedasticity.

Main Multiple Regression Hypothesis Test

Test The main multiple regression hypothesis aims to make a decision related to the presence or absence of partial influence of parental social support on learning independence, as well as the partial influence of self-regulation on learning independence of class V students at Dabin 1 Elementary School, Prambanan District. The results of the main test in multiple linear regression for the first hypothesis (H1) and the second hypothesis (H2) are summarized in Table 12 below.

Table 12. Main Multiple Regression Hypothesis Test Results

Variables		Pearson Correlation		Unstandardized Coefficients		Standardized Coefficients B	T	Sig.
Bound	Free	r	Sig.	B	Std. Error			
Independence and Learning	Support Social	0.63 8	0.000	.304	.114	.222	2.67 2	.009
	People Old							
	Regulation Self	0.78 5	0.000	.550	.071	.641	7.72 0	<.001

Based on Table 12, it appears that the results of the multiple regression test on the variable of parental social support obtained a t value of 2.672 (> t table) and a sig. value of 0.009 (< 0.05). These results are the basis for making decisions on the first hypothesis, namely, rejecting H0 and accepting H1. So parental social support partially has a significant effect on the learning independence of class V students of Dabin 1 Elementary School, Prambanan District. While on the self-regulation variable, a t value of 7.720 (> t table) and a sig. value of 0.004 (< 0.05) was obtained. Thus, in the second hypothesis, it was decided to reject H0 and accept H1. So, self-regulation partially has a significant effect on the learning independence of class V students of Dabin 1 Elementary School, Prambanan District.

Advanced Multiple Regression Hypothesis Testing

Test the hypothesis, and carry on aiming to make a decision related to the third hypothesis. The provisions used as the basis for decision-making on the hypothesis are the comparison of the F value and the Sig value. If mark test F is bigger than the F table (3,098) and mark sig. <0.05, then H0 is rejected, and H1 is accepted. The calculation was carried out using multiple linear regression analysis through the SPSS version 29 application. The results obtained are as follows.

Table 13. ANOVA Table Summary

No.	Test	R ²	F Test	F table	Sig.
1	Regression Linear Multiple	0.645	80,707	3,098	0.001

Based on Table 13, it looks like the results test F to obtain the value of 80.707 (>3.098) with mark sig. as big as 0.001 (<0.05), so that it can be decided that H0 is rejected and H1 is accepted. So, supporting parental socialization and self-regulation together has a significant influence on the learning independence of class V students at Dabin 1 Elementary School, Prambanan District.

The results regression analysis, which is done to obtain the mark determination coefficient (R²), are 0.645. This value means that 64% of the independent variables can explain the dependent variables, while 36% of the independence Study students were explained by variables other than not examined in this study. In other words, parental social support and self-regulation together contribute to learning independence by 64%. Thus, parental social support and self-regulation are predictors of students' learning independence.

Effective Contribution and Relative Contribution

Table 14. SE & SR Summary

No.	Variables	Regression Coefficient	Correlation Coefficient	SE	Total SE	SR	Total SR
1	Support Social Person Old	0.222	0.638	14.2%	64.5 %	22%	100%
2	Regulation Self	0.641	0.785	50.3%		78%	

Based on Table 14, it appears that the effective contribution of each independent variable to the dependent variable is different. The effective contribution of the parental social support variable to learning independence is 14.2%, while the effective contribution of the self-regulation variable to learning independence is 50.3%. Based on this, the self-regulation variable provides a greater contribution in explaining independence Study than the variable supporting social parents. Table 14 also shows that the total effective contribution of the two independent variables, namely parental social support and self-regulation, is 64.5%. The relative contribution of each variable is different, where the parental social support variable has a relative contribution of 22%, while self-regulation is 78%. Thus, the total relative contribution of the two free variables is 100%. With comparison variable regulation greater than the variable of parental social support.

This has important implications for the field of education, highlighting the need to strengthen educational programs and learning strategies that focus on developing students' self-regulation skills, such as time management, intrinsic motivation, and effective learning strategies. While parental support remains important, these results emphasize that fostering student learning independence can be more effectively achieved when educational institutions actively promote self-regulation through

learning approaches that encourage autonomy, self-reflection, and personal responsibility in the learning process.

Discussion

Learning carried out by teachers does not only focus on the delivery of the material lesson. However, teachers must provide guidance related to the formation of student character. A teacher can help students to have an awareness of learning, which is important for them to be able to achieve good results. The success of student learning that is achieved is greatly influenced by the awareness of learning that they have. Awareness, students will understand the importance. The study will push students to learn independently, even outside school hours. Student independence in learning will encourage them to carry out and complete tasks given by the teacher (Rifky, 2020; Rustamovna & Obloberdiyevna, 2023).

Characteristics of students who are independent in learning are that they always take the initiative to learn something first, complete the tasks given on business Alone, and become capable of referencing in learning behavior, which is good, competent, as well as quality. Independence Study in students' self can also be seen through the students' thinking process. Students who have learning independence will think creatively and innovatively. When getting information, students with good learning independence will always explore information to get validity of information as well as try as good as Possible to finish problems with careful solutions (Khunafah et al., 2024).

Parental support for students can be in the form of emotional support, information support, instrumental support, appreciation support, and support network (Amna et al., 2023; Wong et al., 2018). Supporting older and very determined persons determines the success of students in completing their education at school. Parents have an important role in determining the success of their children's education. The role and responsibility in guiding the continuation of children's learning at home according to the program that has been studied by children in school (Standisyah et al., 2019). Furthermore, parental support for children can influence behavioral patterns. Child, child which get treatment which good, attention, full of affection from their parents will display good and independent behavior (Yan et al., 2024; Zhang & Wang, 2024).

Referring to the opinion of Grahani et al., (2024), the family influences a person's self-regulation. If the functioning of the family is well-maintained, the child will have good self-regulation. Therefore, children who originate from a family that is supportive and good in matters academic or otherwise will more easily increase the child's willingness, awareness, and responsibility for other things. Strong social support from parents creates a conducive environment for children to develop optimally, both emotionally, socially, and academically (Wang et al., 2024). This family functioning is an important foundation because it supports many aspects, especially the child's psychological development.

Apart from family support, it turns out that social support is also very necessary for students (Wardaniati et al., 2024). When students get enough social support from their surroundings, they will not delay doing their work. If students get social support from the environment, they will be certain of their abilities and be able to do the task well. There is self-regulation in learning and supporting social which will make student capable of achieving their goals. The ability to manage time, set priorities, and monitor learning progress can help students avoid disruptive behavior. Procrastination academic. The existence of support from family, friends, and special people can provide motivation, high self-confidence, and the ability to overcome difficult tasks. Students who have high self-regulation can organize their work, set goals, seek help when needed, use effective work strategies, manage their time for studying, and have self-efficacy (Radović et al., 2024). Therefore, self-regulation in studying and social support can create academic and outside success and help students achieve their goals effectively (Chung & Yuen, 2011; Meo et al., 2024).

From a social cognitive perspective, it is concluded that students' self-regulation position in learning is determined by three mutually supportive factors, namely personal, behavioral, and environmental (Syah & Pertiwi, 2024). A student who has his or her awareness needs to study and will always study because of his/her needs without support from parents or peers. Learning awareness will help students in behavioral changes and awareness of the importance of learning.

Referring to the results of research conducted by Meo et al., (2024), the Pearson correlation value was obtained at 0.230 with a significance of 0.000, thus supporting the results of this study that learning independence does have a significant relationship with parental social support and self-regulation. This shows that self-regulation is good and supports socialization, which is good and has a significant relationship, so that it can reduce academic procrastination in students.

The results of the major hypothesis test in this study indicate that parental social support and self-regulation simultaneously have a significant effect on the learning independence of fifth grade students of Dabin 1 Elementary School, Prambanan District. This proves that parental social support and self-regulation are predictors of learning independence. Direction coefficient regression has proven that support from social person parents and self-regulation have a positive and significant effect on learning independence. This means that the higher the social support of parents and self-regulation, the higher the learning independence of students.

Based on the results of the study and the findings that have been described, the practical implications that can be applied in the context of education are that teachers, parents, and the social environment must actively collaborate in shaping the character and learning independence of students. Teachers are not only tasked with delivering lesson materials but must also guide students to have a high level of learning awareness through an approach that supports self-regulation. On the other hand, the role of parents is very crucial in providing social support in the form of emotional encouragement, information, and appreciation, and creating a functional and supportive family environment so that children are able to develop psychologically and academically. In addition, social support from the surrounding environment has also been shown to increase students' self-confidence and reduce academic procrastination. Therefore, an integrated educational approach between character building, self-regulation, and social support from both the family and the surrounding environment can effectively encourage the creation of high learning independence in students and support their academic success.

CONCLUSION

Parental social support and regulation partially or simultaneously have a positive and significant effect on learning independence. This study implies that student learning independence will develop if students receive full support from parents as the main element in student life. Parents are required to facilitate both morally and materially while students are in school. Parents do not only work alone, but there is also collaboration from the child to know the importance of learning. Parents have the right to guide their children, and students have the right to choose their path, as long as it is not detrimental. Developing learning independence should first foster a sense of the importance of learning for students. Students must also be capable of controlling themselves so that they can avoid negative things that will hinder their ability of students to be independent in learning. As a suggestion for parents in improving children's learning independence, they should implement every aspect that exists in independence study for students so that they can apply with good at home. It is recommended that future studies examine interventions or programs designed to enhance self-regulation and learning independence while taking into account the role of social support, particularly from parents.

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