

## **THE INFLUENCE OF PSYCHOSOCIAL DEVELOPMENT ON THE LEARNING RESPONSIBILITY OF SCHOOL-AGED CHILDREN**

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### **Abstract**

Psychosocial development that is not fully mature can impact the learning responsibility of school-aged children. This study aims to analyze the influence of psychosocial development on the learning responsibility of school-aged children. Data was collected using the cluster random sampling technique. The research sample consisted of 172 fifth and sixth-grade students from one school in Bekasi city and two schools in Bekasi Regency. Data collection was conducted using a questionnaire. The instrument used to measure psychosocial development consisted of 19 items based on the dimensions of industry and inferiority. The instrument used to assess learning responsibility consisted of 22 items based on the dimensions of learning responsibility during the course and learning responsibility outside the course. The collected data was processed and analyzed using descriptive and inferential statistics, specifically simple linear regression tests. The results of the study showed that psychosocial development positively influences learning responsibility. The determination coefficient obtained was 0.496%, meaning that psychosocial development affects learning responsibility by 49.6%, while the remaining 50.1% is influenced by other factors. Therefore, it is essential for involved parties to be aware of children's psychosocial development to enhance their learning responsibility.

Keywords: industry vs inferiority, learning responsibility, psychosocial development, school-age children

### **INTRODUCTION**

Education is an effort or process undertaken by an individual from childhood and throughout their development to increase knowledge, develop potential, shape character, and provide guidance in fulfilling life tasks through teaching, guidance, and training. The definition of education is also outlined in Law No. 20 of 2003 Article 1 Paragraph 1, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state." Thomas Lickona argues that good character involves understanding what is good, which then leads to a commitment to do good, and finally, the execution of that goodness. In other words, character encompasses a set of knowledge, attitudes, motivations, behaviors, and skills. One of the characters that education aims to develop and is needed in students is responsible behavior in learning. According to Azizah (2022), learning responsibility is the responsibility of students who believe they have the ability to bear it at all times. The learning responsibility referred to includes the student's readiness before starting learning, involvement during the learning process, evaluating learning outcomes, and enriching completed learning. Learning responsibility is crucial for students because, aside from being a demand in the learning process, it is also an aspect of adolescent development tasks that must be undertaken for personal and social development in daily life, as well as a provision for entering broader environments (Asmara, 2021). Students with high learning responsibility will find it easier to achieve learning objectives, whereas students with low learning responsibility will be affected in their learning outcomes. A sense of responsibility

can foster motivation and enthusiasm in students to participate in all school learning activities. Students' desire to attend classes and complete assigned tasks diminishes when their motivation to learn declines.

Research data shows the distribution of students' learning responsibility categorized into low, medium, and high. In urban schools, 1 student (5.8%) falls into the low category, 63 students (75.6%) into the medium category, and 22 students (18.6%) into the high category. Conversely, in district schools, 4 students (4.7%) fall into the low category, 75 students (87.2%) into the medium category, and 7 students (8.1%) into the high category. Previous research identified issues with learning responsibility, such as students not paying attention and playing around while the teacher is teaching, falling asleep during lessons, and copying peers' work (Rahayu and Dahlan, 2019). Yasmin et al. (2016) also found similar issues, including tardiness, not wearing uniforms according to regulations, leaving and entering the class during lessons, not completing homework, and cheating. According to Surdi et al. (2022), factors affecting the low responsibility of students include influences from teachers, living environment, available facilities, parents, and the students themselves.

Learning responsibility is a condition that every student must possess to fulfill their duties as a learner in various situations (Surdi et al., 2022). According to Musbikin (2021), learning responsibility is a type of responsibility towards oneself and society. Students should be able to heed their conscience to willingly undertake their obligations as learners or commit to acclimating themselves. Citing Burke in Arifin (2022), learning responsibility is a lifelong obligation as a learner, which involves self-direction, self-efficacy, and insight. Learning responsibility is an attitude that students have, arising from their own awareness, to carry out their learning tasks and duties with maximum effort and the courage to bear all consequences.

According to psychologist Kusmawati (2021), the psychosocial concept was introduced to connect various disciplines in understanding humans. She argues that a proper understanding of humans can lead to responsibility, effective intervention, and a balance between people as psychological and social entities. According to research by Sudani et al. (2013), the low responsibility of students in learning is influenced by a lack of awareness among students about the importance of exercising their rights and responsibilities, a lack of self-confidence in their abilities, as well as guidance and counseling services by Guidance Counselors that are not yet optimal in managing responsible learning behavior in the classroom.

The responsibility of learning in elementary school-aged children is related to their psychosocial development. Psychosocial development involves changes in personality, emotions, and social interactions (Wong, 2008). Latifah et al. (2018) define psychosocial development as the process by which children develop the ability to adapt to a broader social environment. Muzakki et al. (2016) explain that psychosocial conditions involve an integrated approach to psychological and social aspects. According to Yeni, as cited in Andriani (2021), psychosocial refers to an individual's ability to interact with those around them. Chaplin, quoted in Purbaningsih (2018), defines psychosocial as social relationships influenced by psychological factors. Soetjningsih (2015) mentions several factors affecting children's psychosocial development, including stimulation, mother-child communication, health status, and peer environment.

Psychosocial development encompasses changes and growth in an individual's life involving interrelated psychological and social aspects. According to Erikson's Theory, human psychosocial development throughout life is divided into 8 stages, where success in a previous stage influences development in the subsequent stage. School-aged children between 6 - 12 years old are in the stage of confidence versus inferiority, also known as the industry versus inferiority stage. According to Khotimah et al. (2021), this stage is characterized by a child's ability to complete academic tasks, compete, work in groups, and be active in their group. If a child fails to successfully navigate this stage, it can lead to deviant behaviors such as

reluctance to complete tasks, defiance towards parents, lack of interest in competing, laziness, unwillingness to join groups, and a tendency to be solitary, ultimately making them feel inferior.

During late childhood, children enter the developmental stage of industry vs. inferiority. In this stage, children succeed in completing academic tasks and gain pleasure and satisfaction from their hard work. They also begin to use logic, socialize with others, and adapt to their surroundings to develop their productivity. However, children whose psychosocial development is not mature at this stage may experience feelings of inferiority. Oswalt (2010), as cited in Herlina (2013), states that at this stage, children's involvement in their social relationships becomes more emotionally intimate compared to earlier childhood. Moreover, their social relationships expand to include more people and different types of relationships, such as interacting with school friends to complete group tasks.

According to Nasution (1992), as cited in the research by Septianti and Afiani (2020), the characteristics of elementary school-aged students are as follows: First, students are interested in real and practical everyday life. Second, they are very realistic, have a strong curiosity, and a high enthusiasm for learning. Third, towards the end of this stage, students begin to show interest in certain subjects, which can be seen as the emergence of specific factors. Fourth, students generally approach their tasks independently and strive to complete them on their own. Fifth, at this stage, students view grades as an appropriate benchmark for assessing their school achievements. Sixth, students enjoy forming peer groups, usually for playing together.

Based on the characteristics of elementary school-aged children mentioned above, a child who falls into the industry category can be responsible for completing assigned tasks independently, can measure their learning outcomes through the grades they receive, and maintains good relationships with peers. The child has a strong desire to be competent by striving to excel in something, but at the same time, they become anxious about what their peers think of them (Lovett, 1986).

A study by Khotimah et al. (2021) titled "Psychosocial Development of Islamic Elementary School Students During the Pandemic" aims to understand children's psychosocial development during online learning in the pandemic period. This research employs a quantitative approach using survey methods and techniques such as observation, interviews, and questionnaires for data collection. The sampling technique used is proportional random sampling, with a total of 63 respondents. The results indicate that the psychosocial development of fifth-grade students in terms of self-esteem tends to be low, with 41 students or 68.3% having low self-esteem development. Among them, 32 students (53.1%) fall into the adequate category, 9 students (15%) in the insufficient category, and 19 students (31.7%) in the good category. In conclusion, the self-esteem development of fifth-grade students at Daarul Huda Islamic Elementary School during the pandemic is generally considered low with an adequate criterion.

The study conducted by Wahid et al. (2022) titled "The Influence of Parental Learning Guidance and Student Learning Motivation on Learning Responsibility" aims to explore and analyze the impact of parental learning guidance and learning motivation on the learning responsibility of fifth-grade students at SD Negeri Limbangan 01 Losari Brebes. This research employs a quantitative approach with explanatory research type through associative methods. The research sample consists of 23 fifth-grade students. The results of this study indicate a positive and significant influence of parental learning guidance and learning motivation, accounting for 62.30% of the students' learning responsibility. The difference from previous studies lies in this research's focus on determining the magnitude of the influence of these variables. Based on the issues outlined, this study is considered important to determine whether there is an influence of the psychosocial development stage of industry vs. inferiority on the learning responsibility of school-aged children.

The planned recent research aims to examine the relationship between the psychosocial development stage of industry vs. inferiority and the learning responsibility of school-aged children. Based on the study by Khotimah et al. (2021), which highlights the psychosocial development of fifth-grade students during the pandemic with results showing a low tendency in self-esteem aspects, and the research by Wahid et al. (2022), which found a positive influence of parental guidance and learning motivation on students' learning responsibility, this research will integrate both focuses. Using a quantitative approach, the study will explore whether the psychosocial development experienced by children at this level affects the extent to which they take responsibility in the learning process. The results of this research are expected to provide new insights and serve as a foundation for more targeted educational interventions to support the psychosocial and academic development of children.

## METHOD

Research methods are scientific approaches used to obtain valid data with the aim of discovering, developing, or proving certain knowledge so that it can be used to understand, solve, and anticipate problems in specific fields (Sina, 2022). This study employs a quantitative associative research type. Associative research aims to connect existing variables in both correlational and regression studies (Mubarak, 2022). The target population in this study consists of fifth and sixth-grade elementary school students from one school in Bekasi City and two schools in Bekasi Regency. The sample for this study was taken using probability sampling techniques with cluster random sampling, and the distribution of samples per cluster was conducted using proportionate techniques. The cluster random sampling technique divides the population into several groups or clusters, then selects some clusters randomly to obtain samples. The first step in this method is identifying and dividing the population into clusters based on characteristics such as age, gender, and parental income. After that, random sampling techniques are used to select the clusters. The number of samples from each cluster is then determined using proportionate sampling, where the number of samples is proportional to the size of the cluster relative to the overall population. This means that larger clusters will provide more samples compared to smaller ones. This technique ensures that the samples taken reflect the actual distribution of the population, making the research results more accurate and representative. In this study, the number of samples used is 172, calculated using the Slovin formula.

The data sources used in this research are primary and secondary data. Primary data is data collected directly from the source by the researcher, while secondary data is data collected by the researcher from existing sources (Siyoto & Sodik, 2015). The primary data in this study was obtained through questionnaires distributed to respondents. Respondents were asked to answer questions based on their experiences by selecting provided options. The data collected in this research will be analyzed using normality and linearity tests as prerequisite tests. Once the prerequisite tests are met, the analysis will continue with simple regression analysis.

## RESULTS AND DISCUSSION

In this study, the respondents are fifth and sixth-grade elementary school students aged between 10 to 12 years. According to Erikson, this age group is in the psychosocial development stage of industry vs. inferiority, where children begin to develop a sense of competence and ability in completing assigned tasks. The data collected from the respondents include age, gender, and parental income, which are presented in Table 1. From the table, it is revealed that the majority of the students are 11 years old, with 41 students in urban schools and 48 students in district schools. Based on gender, female students dominate, with 51

students in the city and 45 students in the district. Regarding parental income, most students in the city fall within the range of Rp3,000,001 to Rp5,000,000 with a total of 43 students, indicating a slightly higher economic level compared to the district. Meanwhile, the parental income of students in the district mostly falls within the range of Rp1,000,001 to Rp3,000,000 with a total of 66 students, reflecting a significant economic disparity between the two locations. These findings provide insights into the demographic and socio-economic conditions affecting the psychosocial development of children in the educational context.

**Table 1.** Characteristics of Respondents

Characteristics	City		District		Total	
	N	%	N	%	N	%
<b>Age</b>						
10 years	14	50.0	14	50.0	28	100.0
11 years	41	46.1	48	53.9	89	100.0
12 years	31	56.4	24	43.6	55	100.0
<b>Total</b>	<b>86</b>	<b>50.0</b>	<b>86</b>	<b>50.0</b>	<b>172</b>	<b>100.0</b>
<b>Gender</b>						
Boy	35	46.1	41	53.9	76	100.0
Girl	51	53.1	45	46.9	96	100.0
<b>Total</b>	<b>86</b>	<b>50.0</b>	<b>86</b>	<b>50.0</b>	<b>172</b>	<b>100.0</b>
<b>Parent's Income</b>						
Rp0 – Rp1,000,000	0	0.0	6	100.0	6	100.0
Rp1,000,001 – Rp3,000,000	39	37.1	66	62.9	105	100.0
Rp3,000,001 – Rp5,000,000	43	76.8	13	23.2	56	100.0
>Rp5,000,000	4	80.0	1	20.0	5	100.0
<b>Total</b>	<b>86</b>	<b>50.0</b>	<b>86</b>	<b>50.0</b>	<b>172</b>	<b>100.0</b>

Table 2 presents the distribution of student learning responsibility, divided into low, medium, and high categories. It can be seen that in urban schools, 1 student (5.8%) falls into

the low category, 63 students (75.6%) fall into the medium category, and 22 students (18.6%) fall into the high category. Meanwhile, in district schools, 4 students (4.7%) fall into the low category, 75 students (87.2%) fall into the medium category, and 7 students (8.1%) fall into the high category. This demonstrates that the majority of students' learning responsibility falls within the medium or moderate category.

**Table 2.** Distribution of Research Results on Learning Responsibility

Responsibility to Learn	City		District		Total	
	N	%	N	%	N	%
<b>Category</b>						
Low	1	1.2	4	4.7	5	2.9
Medium	63	73.3	75	87.2	138	80.2
High	22	25.6	7	8.1	29	16.9
<b>Total</b>	<b>86</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>172</b>	<b>100.0</b>

Table 3 shows the distribution of students' psychosocial development categorized into low, medium, and high. It can be seen that in urban schools, 5 students (5.8%) fall into the low category, 65 students (75.6%) fall into the medium category, and 16 students (18.6%) are in the high category. Meanwhile, in district schools, 6 students (7.0%) are categorized as low, 78 students (90.7%) fall into the medium category, and 2 students (2.3%) are in the high category. This indicates that the majority of students' psychosocial development is in the medium or sufficient category.

**Table 3.** Distribution of Psychosocial Development Research Findings

Psychosocial Development	City		District		Total	
	N	%	N	%	N	%
<b>Category</b>						
Low	5	5.8	6	7.0	11	6.4
Medium	65	75.6	78	90.7	143	83.1
High	16	18.6	2	2.3	18	10.5
<b>Total</b>	<b>86</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>172</b>	<b>100.0</b>

The purpose of this study is to determine whether there is an influence of the psychosocial development stage of industry vs. inferiority on the learning responsibility of school-aged

children. Before testing the hypothesis, preliminary tests such as normality and linearity tests were conducted. The normality test aims to determine whether the sample data originates from a normally distributed population. The Kolmogorov-Smirnov test was used for normality testing in this study. Based on the results of the normality test, the data for psychosocial development and learning responsibility variables showed a Sig. value of  $0.200 > 0.05$ . This indicates that the Sig. value is greater than the alpha value (0.05), concluding that the sample data comes from a normally distributed population. Subsequently, a linearity test was conducted to assess the linear relationship between the psychosocial development and learning responsibility variables. The linearity test results showed a Deviation from Linearity value of  $0.793 > 0.05$ , accepting  $H_0$ , which means there is a linear relationship between the psychosocial development variable and the learning responsibility variable. Hypothesis testing can proceed as both conditions have been met. A simple linear regression analysis was performed to explain the dependency of the learning responsibility variable on the psychosocial development variable. Based on the regression equation test results, the psychosocial development regression equation is  $Y = 20.286 + 0.694X$ . This means that if psychosocial development increases by one unit, learning responsibility will increase by 0.694 at a constant of 20.286. The regression equation test results can be seen in the following table.

**Table 4.** Regression Equation Test Results for Psychosocial Development on Learning Responsibility

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.286	2.674		7.587	.000
Psychosocial Development	.694	.054	.704	12.926	.000

a. *Dependent Variable:* Tanggung Jawab Belajar

After determining the simple linear regression equation, the next step is to conduct a significance test to ascertain whether there is an impact of psychosocial development on learning responsibility. Based on the results of the regression significance test, a Sig. value of  $0.000 < 0.05$  was obtained, leading to the conclusion that the regression of the psychosocial development variable on the learning responsibility variable is significant, indicating that there is an impact of psychosocial development on students' learning responsibility. The results of the regression test can be seen in the following table.

**Table 5.** Results of the Significance Test of Psychosocial Development Regression on Learning Responsibility

Model	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4257.332	1	4257.332	167.084	.000 <sup>b</sup>
Residual	4331.645	170	25.480		
Total	8588.977	171			

a. *Dependent Variable:* Learning Responsibility  
b. *Predictors:* (Constant), Psychosocial Development

The next step is to conduct a determination test to find out the extent of the influence given by psychosocial development on learning responsibility. The results of the determination coefficient test obtained a determination coefficient (R Square) value of 0.496. This can be interpreted as the contribution of psychosocial development to learning responsibility being 49.6%. The remaining 50.4% is influenced by other factors.

**Table 6.** The Coefficient of Determination of Psychosocial Development on Learning Responsibility

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.704 <sup>a</sup>	.496	.493	5.048

The responsibility for a child's learning is influenced by several factors, including internal factors within the student, such as a lack of interest, motivation, awareness, desire, and involvement in school learning. Additionally, environmental factors, such as the student's peer environment, can enhance their motivation to learn (Yulita et al., 2021). This shows that the student's self-confidence and peer environment influence their learning responsibility. This aligns with research findings indicating that the psychosocial development stage of industry vs. inferiority affects the learning responsibility of school-aged children. This influence is evident from the regression significance value of  $0.000 < 0.05$ . The psychosocial development of school-aged children is marked by the formation of self-confidence (industry), as children begin to develop according to their interests and abilities, understand their environment, complete academic tasks, and start to grow a sense of competition with peers. However, children who have not reached this stage may exhibit deviant behavior, such as withdrawing from social interactions and school, a stage referred to as inferiority (Simatupang et al., 2023).

This study indicates that students' learning responsibility falls into the moderate category, measured through two dimensions: learning responsibility during class (LRDC) and outside of class (LROC). In the LRDC dimension, students generally have not consistently completed homework on time and often are not prepared with stationery when the teacher arrives. This is consistent with research by Yanti and Anifia (2022), which observed a decline in students' discipline in submitting assignments. For the LROC dimension, students also fall into the moderate category; many students do not read the lesson materials for the next day or study materials they have not understood at home. Based on open responses, students prefer playing at home rather than studying or doing assignments. Mutia's research (2021) previously mentioned that elementary school students tend to enjoy playing. Moreover, this study assesses students' psychosocial development in the moderate category through the dimensions of industry and inferiority. The industry stage is marked by pride and motivation to learn. However, many students are not yet optimal in completing tasks and have difficulty making friends. This aligns with Riendravi's view (Khotimah et al., 2021) that peer relationships are important for psychosocial development. Children of school age tend to develop by following their school environment, including peers who have both positive and negative influences on the child's development (Suharto et al., 2018).

The results of this study reveal that the psychosocial development of students is in the moderate category, measured through two aspects of psychosocial development: industry and inferiority. Industry refers to a phase where children feel proud of their achievements and are motivated to continue learning and growing to achieve higher goals. In this phase, they not only develop academic and social skills but also build relationships with peers and learn to cooperate in groups. On the other hand, inferiority is the feeling that arises from perceived

psychological and social weaknesses, either personally felt or possessed (Supraktinya, 1993). Inferiority occurs when children feel inadequate, developing a sense of low self-esteem, comparing their skills and abilities with peers, withdrawing themselves, lacking confidence in their abilities, which can hinder their efforts in completing tasks and make them feel like they are always failing.

The industry stage is when children feel proud of their achievements and are motivated to keep learning. In the industry dimension, students are at an intermediate level. Some students are unable to complete tasks well, do not finish their work, and have difficulty making new friends. This aligns with Riendravi's statement (Khotimah et al., 2021), which mentions that peer relationships play a significant role in students' psychosocial development. School-aged children tend to develop according to their school environment, including friends who have both positive and negative influences on their development (Suharto et al., 2018). In the inferiority dimension, students still fall into the medium category or remain in the inferiority stage. In the industry vs. inferiority stage, children tend to compare their abilities with their peers. This is evident in students who feel less intelligent and not as smart as their friends, are afraid to speak in public, and are reluctant to be called upon by teachers. Previous research by Khotimah et al. (2021) shows that children with good academic achievements feel satisfied with their achievements, while those with low academic achievements feel inferior. Children who feel less smart tend to withdraw from teachers and peers. Soetjningsih's statement (2014) supports this, stating that the environment and peers are important factors influencing a child's psychosocial development.

Students' learning responsibility is influenced by various factors, including internal factors such as lack of interest, motivation, awareness, desire, and engagement in school learning. Additionally, environmental factors, like peer influence, can enhance students' learning motivation (Yulita et al., 2021). This indicates that students' self-confidence in their abilities and their peer environment affect their learning responsibility. Research shows that psychosocial development at the stage of industry vs. inferiority plays a role in school-age children's learning responsibility, with a regression significance value of  $0.000 < 0.05$ . This stage of psychosocial development is characterized by the formation of self-confidence (industry), where children begin to develop according to their interests and abilities, familiarize themselves with their environment, complete academic tasks, and compete with peers. Conversely, children who have not reached this stage tend to withdraw from social and school activities, referred to as the stage of inferiority (Simatupang et al., 2023). This research aligns with the findings of Latifah et al. (2018), which demonstrate that psychosocial development influences the learning outcomes of elementary school students. Academic achievement is an important indicator of students' success in education, and the main factors influencing learning outcomes are internal factors such as interest, motivation, and students' learning methods (Marlina and Sholehun, 2021).

## CONCLUSION

From the research conducted, it was concluded that the psychosocial development stage of industry vs. inferiority affects students' learning responsibility with a coefficient of determination of 0.496. This indicates that psychosocial development has a positive influence of 49.6% on students' learning responsibility. In other words, the higher the level of students' psychosocial development, the better their responsibility in learning.

Suggestions for future researchers include focusing on specific aspects of psychosocial development such as identity formation, social relationships, and emotion regulation, as well as how these factors influence motivation and learning responsibility. Educational practitioners, including teachers and counselors, can utilize the findings of this research to design interventions and strategies that support positive psychosocial development and strengthen

learning responsibility. Policymakers are expected to consider policies that support holistic and inclusive learning environments, which not only emphasize academic achievement but also the emotional and social well-being of children. A collaborative approach among researchers, practitioners, and policymakers will ensure that every child has the opportunity to develop optimally.

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