

PARENTING STYLE AND LEARNING INDEPENDENCE AS DETERMINANTS OF STUDENT ACADEMIC ACHIEVEMENT

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ABSTRACT

The student learning process at school is influenced by internal and external factors, including the role of parents and the students' ability to learn independently. This study aims to examine the influence of Parenting Patterns and Learning Independence on Learning Outcomes. The research methodology used in this study is quantitative. The data used are primary data through questionnaires, and secondary data obtained from schools. Data analysis for hypothesis testing uses Multiple Linear Regression with the help of SPSS Version 30.00 software. The results show that Parenting Patterns and Learning Independence have a positive effect on Learning Outcomes both partially and simultaneously. This finding confirms that parental support in forming appropriate parenting patterns and developing learning independence is an important factor in improving student achievement at the vocational high school level.

Keywords: Parenting, Learning independence, Learning outcomes

ABSTRAK

Proses belajar siswa di sekolah dipengaruhi oleh faktor internal dan eksternal, termasuk peran orang tua dan kemampuan siswa untuk belajar mandiri. Penelitian ini bertujuan untuk menguji pengaruh Pola Asuh Orang Tua dan Kemandirian Belajar terhadap Hasil Belajar. Metodologi penelitian yang digunakan dalam penelitian ini adalah kuantitatif. Data yang digunakan adalah data primer melalui kuesioner, dan data sekunder yang didapat dari sekolah. Analisis data untuk pengujian hipotesis menggunakan Regresi Linier Berganda dengan bantuan software SPSS Versi 30.00. Hasil penelitian menunjukkan bahwa Pola Asuh Orang Tua dan Kemandirian Belajar berpengaruh positif terhadap Hasil Belajar baik secara parsial dan simultan. Temuan ini menegaskan bahwa dukungan orang tua dalam membentuk pola asuh yang tepat dan pengembangan kemandirian belajar merupakan faktor penting dalam meningkatkan prestasi belajar siswa di tingkat SMK.

Kata kunci: Pola asuh orang tua, Kemandirian belajar, Hasil belajar

INTRODUCTION

Education, in a broad and general sense, is a conscious effort undertaken by educators through teaching, guidance, and training to assist learners in undergoing a humanistic process toward achieving maturity—that is, becoming individuals who are fully equipped with knowledge and possess high moral integrity to prepare them for their future journey. Education also requires learners to have basic skills (reading, writing, and arithmetic) as well as the ability to learn throughout their lives. Quality education is a key factor in achieving a golden

generation. With quality education, a country can produce competent, intelligent, and competitive individuals both nationally and internationally. Additionally, education plays a role in shaping one's character, thereby fostering a civilized society. US News and World Report released a list of countries with the most educated populations in the world, where Indonesia ranked 63rd out of 89 countries surveyed (usnews.com, 2025). Based on this research, Indonesia still has low-quality education and deficiencies in various aspects of education. This serves as a note for the government, particularly the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), regarding the government's efforts to address the issue of low educational quality.

The low quality of education in Indonesia is caused by educational problems. Low student achievement is one of the major challenges in Indonesia's educational system, hindering the realization of Indonesia's educational aspirations (Nur & Kurniawati, 2022). In educational institutions, academic achievement is a crucial indicator in measuring the success of students, including affective, cognitive, and psychomotor factors after they undergo the learning process (Chaerunisa & Latief, 2021). Academic achievement is closely related to learning outcomes. Learning outcomes are one of the benchmarks used to assess the success of the learning process for students.

According to Law No. 20 (2003) Article 7 Paragraph 2 on the National Education System (Sidiknas), it states that parents of children of compulsory school age are obligated to provide basic education within the family environment, as this is the first place for children's growth and development. Based on the provisions of the Sidiknas Law, the educational process should not be entirely the responsibility of teachers. Parents bear full responsibility for their children. One of the factors influencing children's learning outcomes is the family environment. The parenting style adopted by parents is also crucial for children's development. A good parenting style that facilitates children's education will help them during difficult periods in the learning process (Stavroulaki et al., 2021). Another factor that also influences children's learning outcomes is an internal factor, namely learning independence. The factor of learning independence is very important in the learning process because when a child has a high level of learning independence, they will automatically learn without feeling pressure from outside sources (Tadese et al., 2022). This will allow the lessons learned to be absorbed and produce maximum learning outcomes.

To gain a deeper understanding of the factors contributing to low academic performance among students in grades X and XI at SMK Negeri 48 Jakarta, the researcher conducted preliminary research on 37 students at SMK Negeri 48 Jakarta. Based on Table 1, it was found that the dominant factors influencing student learning outcomes were parenting styles (59.5%) and independent learning (62.2%). Parental upbringing itself is an approach or interaction between parents and children in supporting all aspects of a child's development—physical, emotional, social, intellectual, and spiritual—so that the child can grow and develop in a healthy and optimal manner.

Table 1. Factor Affecting Academic Performance

No	Factor Affecting Academic Performance	Percentage
1.	Parenting Style	59.5%
2.	Social Environment	43.2%
3.	Learning Independence	62.2%
4.	Learning Dicipline	48.6%
5.	Student Characteristics	48.6%

Source: Data processed by the researcher (2025)

Inappropriate parenting styles and low levels of independent learning are certainly a concern for schools, as student learning outcomes will be affected if these two factors are not

optimized. Students who experience inappropriate parenting styles and lack independence in their learning may encounter difficulties in achieving their learning outcomes. Therefore, it is important for SMK Negeri 48 Jakarta to design and implement effective strategies in parental upbringing and student learning independence to improve student learning outcomes. It is hoped that students will be able to achieve their maximum potential and compete in an increasingly competitive external world.

Previous studies have shown the complexity of the relationship between parenting styles and learning independence. In a study conducted by Hajrah et al (2021) about The Influence of Parenting Styles and Student Learning Independence on Learning Outcomes in the Subject of Akidah Akhlak. This study differs from previous studies in terms of the time frame, research location, and research subjects. The previous study was conducted in 2021 during the COVID-19 pandemic, with the research location in Sinjai, while this study was conducted in 2025 post-pandemic, with the research location at SMK Negeri 48 Jakarta. The subjects of the previous study were students from a state Islamic junior high school (MTsN), while this study focused on vocational high school (SMK) students as the research subjects.

Based on the background explanation and phenomena described above, this study aims to examine the influence of Parenting Patterns and Learning Independence on Learning Outcomes. This study contributes to the development of educational theory by providing a deeper understanding of the relationship between parenting styles and learning independence with student learning outcomes. This study aims to add to the knowledge and provide broad and up-to-date insights in scientific references in the field of education. The results of this study can be used as a reference for further research that seeks to explore the psychological factors that influence student academic achievement.

LITERATURE REVIEW

The Influence of Parenting Styles on Learning Outcomes

Parents play a very important role in education because they are the first and most important stage in a child's early education and continued education. Parents and families are the place where children acquire various character traits in their lives to achieve good learning outcomes. Every parent has their own unique way of raising and educating their children, which is referred to as parenting style. The parenting style adopted by parents plays a crucial role in shaping a child's character and development. A good parenting style provided by parents to their children will help children become more independent individuals, take responsibility for their actions, and develop a more respectful character toward their parents, peers, and the surrounding environment. Conversely, if children receive an inadequate parenting style from their parents, it may result in them becoming less active in society, failing to take responsibility for their actions, and developing a lack of self-confidence.

The parenting style provided by parents is also very important in improving children's learning outcomes. With a parenting style that sets clear boundaries for children, supports their freedom of expression, respects their opinions, and maintains good communication in decision-making, children will become more confident, have high motivation to learn, and become accustomed to critical thinking, thereby improving their learning outcomes. Previous research conducted by Agawita and Andayani (2021) found that the parenting style applied by parents at home can influence students' academic performance at school. This is because the better parents are at controlling and paying attention to their children, the easier it will be for children to learn. In line with the research by Marlina et al. (2024), Astutik et al. (2022), Prastiwi et al. (2024), Arrasyid & Mashari (2022), Haris et al. (2022), and Pratini & Azmi (2021) state that there is a significant influence between parenting styles and academic performance. Good parenting styles provide children with enthusiasm and motivation to learn, thereby improving their academic performance. Based on this explanation, H1 is formulated, namely:

H1: Parental parenting styles have a significant effect on the learning outcomes of students at SMK Negeri 48 Jakarta.

The Influence of Independent Learning on Learning Outcomes

In the educational process, there is interaction between educators and students. Teachers must be able to create a learning environment that fosters students' interest in expressing opinions, critical thinking, and independence. Allowing students to learn based on their own interests rather than external pressure will make them more active and encourage independent learning. Learning independence is one of the factors that influence learning outcomes. Each student's learning independence is certainly different from one another. This is because learning independence is a relatively different approach applied by students in capturing information, how students remember, think, and how they can solve a problem.

Students must have a sense of independent learning within themselves to easily absorb the information provided and develop learning strategies that suit their comfort level. If students learn according to their own desires, they will feel more comfortable, more interested, and more motivated to learn. However, if they learn due to external pressure, they may feel bored and less motivated, resulting in decreased learning outcomes. To help students achieve maximum learning outcomes, the role of parents and teachers in creating an environment that encourages students to learn independently is crucial. This involves educators providing varied and up-to-date teaching methods with easy access and understanding so that students can fully grasp the material presented.

In their research, Safhira et al. (2024) explain that the presence of independent learning within oneself can help develop students' learning outcomes. Teachers must be able to build this independent learning in accordance with the material being studied by students, so that students can develop their learning outcomes. This aligns with research conducted by Harahap (2024), Linasari et al. (2022), Ita et al. (2021), Puspita & Farida (2021), and Wiriani (2021), which explain that there is a significant influence between independent learning and student learning outcomes. With a sense of independent learning, students will feel comfortable in learning and improve their learning outcomes. Based on this explanation, H1 is formulated, namely:

H2: Independent learning has a significant effect on the learning outcomes of students at SMK Negeri 48 Jakarta.

The Influence of Parenting Styles and Independent Learning on Learning Outcomes

Student learning outcomes are certainly influenced by several factors, both internal and external. Encouragement and support from both outside and within the student are certainly needed. Parental upbringing and learning independence have an impact on academic achievement. Parental upbringing that provides full support to their children and fosters a sense of independence in learning will motivate students and encourage their enthusiasm for learning, resulting in optimal academic achievement.

Research conducted by Nupiah et al. (2023) explains that the influence of parental upbringing and learning independence on student learning outcomes has a positive effect. This aligns with the research of Herawati et al. (2024), Wijayanti & Wulandari (2024), Handayani et al. (2023), Hajrah et al. (2021), Putri et al. (2022), and Wahyuni (2022), who argue that there is a positive and significant influence of parenting styles and learning independence on student learning outcomes. With good parenting styles and learning independence, students will achieve perfect learning outcomes. Based on this explanation, H1 is formulated, namely:

H3: Parental Child-Rearing Patterns and Learning Independence have a significant effect on the Academic Achievement of Students at SMK Negeri 48 Jakarta

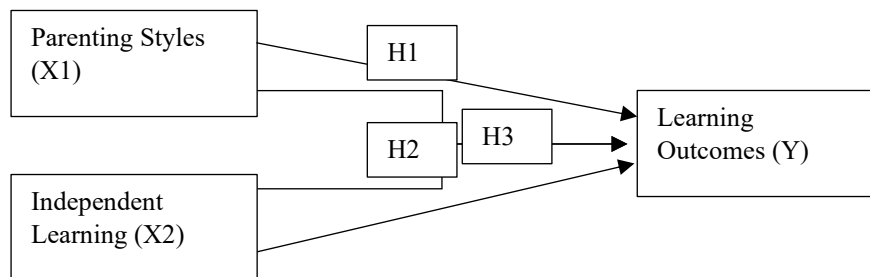


Figure 1. The Hypothesis Proposed

METHOD

The method used in this study is a quantitative approach with a survey method. Quantitative approach explains that research tests several theories by looking at the relationship between variables so that the data found is in the form of numbers and then analyzed using statistical methods. A survey method is a research activity or process conducted to obtain specific information, such as the number of people, perceptions, or certain messages, by taking a sample from a population and using a questionnaire as the primary data collection tool (Dhaifullah et al., 2022). In this study, the population used was 560 students in grades X and XI at SMK Negeri 48 Jakarta, specializing in Financial Accounting and Institutions, Office Management and Business Services, Retail Business, Digital Business, Visual Communication Design, and Broadcasting and Film. Using the Taro Yamane formula with a 5% margin of error, the researcher determined that the sample size to be used would be 233 students from grades X and XI at SMK Negeri 48 Jakarta. The data analysis technique used in this study was statistical analysis using the Statistical Package for the Social Sciences (SPSS) version 30.0, and the data was analyzed using multiple linear regression to determine the effect of independent variables on dependent variables. This study uses three main variables to be examined, namely: 1) Parenting Styles (X1) with indicators of the child-rearing variable including: warmth, parental control, communication, rewards and punishments, and discipline (Meilani et al., 2022). 2) Learning Independence (X2), with indicators of the learning independence variable including: independence from others, self-confidence, disciplined behavior, responsibility, behavior based on personal initiative, and self-control (Lovez et al., 2023). and 3) Learning Outcomes (Y) with indicators of the average report card grades of students in the odd semester of the 2024-2025 academic year. The research instrument has been tested for validity using Pearson product moment and reliability using Cronbach's alpha. The analysis techniques in this study went through several stages, namely, descriptive analysis, test assumptions and prerequisites analysis and multiple regression analysis.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Descriptive analysis is an analysis technique that explains data in the form of tables and graphs to provide information about the data without intending to test or draw conclusions. Based on the descriptive test in the Table 2, the value of N is the number of respondents in this study, which is 233 students. The parental parenting style variable (X1) shows that the lowest value produced is 30, the highest value is 74, the average value is 60.91, and the standard deviation is 8.909. This means that parental parenting style is categorized as high if the value is above 60.91. For the learning independence variable (X2), the lowest value is 27, the highest value is 64, the average value is 52.09, and the standard deviation is 7.533. This means that learning independence is categorized as high if the value is above 52.09. The learning outcomes variable (Y) shows that the lowest value is 59, the highest value is 97, the average value is

80.46, and the standard deviation is 7.905. This means that learning outcomes are categorized as high if the value is above 80.46.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Parenting Styles	233	30.00	74.00	60.91	8.90
Independent Learning	233	27.00	64.00	52.09	7.53
Learning Outcomes	233	59.00	97.00	80.46	7.90
Valid N (listwise)	233				

Source: Data processed by the researcher (2025)

Normality Test

A normality test is conducted to measure and determine whether the dependent and independent variables have a normal distribution or not. The data is measured using the Kolmogorov-Smirnov test, which has a significance value greater than ($>$) 0.05 to be considered normal. The results of the normality test (Table 3) can be interpreted as follows: the Kolmogorov-Smirnov value is 0.030 and the Asymp. Sig (2-tailed) or significance value is 0.200, which means that the data is normally distributed.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized d	Residual
N			233
Normal Parameters	Mean		.0000
	Std. Deviation		5.318
Most extreme differences	Absolute		.030
	Positive		.026
	Negative		-.030
Test statistic			.030
Asymp. Sig. (2-tailed)			.200

Source: Data processed by the researcher (2025)

Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a linear relationship between the independent variables in the regression model by looking at the tolerance value > 0.1 and VIF < 10 , which means that the data did not show multicollinearity. The Table 4 shows that the tolerance value for each variable is greater than 0.1, namely the tolerance value for the parental upbringing (X1) and learning independence (X2) variables is 0.991. Meanwhile, the VIF values for the parental upbringing (X1) and learning independence (X2) variables are $1.010 < 10$. Therefore, it can be concluded that variables X1 and X2 do not exhibit multicollinearity in the regression model.

Table 4. Multicollinearity Test

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig	Collinearity Statistics Tolerance	VIF
1	(constant)	21.185	3.649		5.806	<.001		
	Parenting Styles	.477	.040	.538	11.922	<.001	.991	1.010
	Independent Learning	.580	.047	.553	12.257	<.001	.991	1.010

Source: Data processed by the researcher (2025)

Heteroscedasticity test

The heteroscedasticity test was conducted to determine whether there was any inequality in the regression model between the variance and the residual, which can be seen

from the sig value > 0.05. Thus, the data can be said to be free of heteroscedasticity. Based on the Table 5, it can be explained that the significance value pf the parental parenting variable is 0.209 and learning independence is 0.685, both of which are > 0.05. So that the data is declared not to occur heteroscedasticity.

Table 5. Heteroscedasticity Test

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients		Sig
				Beta	t	
1	(constant)	6.728	2.152		3.126	.002
	Parenting Styles	-.030	.024	-.083	-1.259	.209
	Independent Learning	-.011	.028	-.027	-.406	.685

Source: Data processed by the researcher (2025)

Test F

The F-test is used to determine whether the independent variables simultaneously (simultaneously) affect the dependent variable. This can be seen if the calculated F value > table F value, or the significance value < 0.05, then there is a simultaneous effect on the independent variables on the dependent variable. Based on Table 6, F table obtained is 2.60. so it can be explained that the significance value is 0.001 < 0.05 wich means that the independent variables of parenting patterns and learning independence simultaneously have a significant effect on learning outcomes.

Table 6. F-Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7782.302	2	3891.152	133.225	<.001
	Residual	6717.707	230	29.207		
	Total	14500.009	232			

Source: Data processed by the researcher (2025)

Test T

The T-test is used to assess individually how each independent variable affects the dependent variable by looking at the t-count > t-table or significance value < 0.05, then H0 is rejected and H1 is accepted, so that parenting and learning independence affect learning outcomes. To obtain the t-table value, the researcher used the formula $t(\alpha/2;n-k-1) = t(0.05/2;233-2-1) = t(0.025;230)$, resulting in a t-table value of 1.970. Based on the Table 7, it can be seen that the calculated t-value for the parental parenting style variable is 11.922 > 1.970 t-table, and the calculated t-value for the learning independence variable is 12.257 > 1.970 t-table. It can be concluded that the hypothesis is accepted, and the variables of parental upbringing and learning independence have a positive and significant effect on learning outcomes.

Table 7. T-Test

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients		Sig
				Beta	t	
1	(constant)	21.185	3.649		5.806	<.001
	Parenting Styles	.477	.040	.538	11.922	<.001
	Independent Learning	.580	.047	.553	12.257	<.001

Source: Data processed by the researcher (2025)

Determination coefficient test (R^2)

The coefficient of determination test is used to assess how much influence the independent variable has on the dependent variable. R^2 has a value between 0 and 1. In accordance with the Table 8, it can be seen that the r-square for the independent variable is 0.537, which means that the independent variable of parenting and learning independence contributes 57.7% to influence the dependent variable of learning outcomes. While the remaining 46.3% is influenced by other factors not included in this study.

Table 8. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733	.537	.533	5.40439

Source: Data processed by the researcher (2025)

Discussion

Based on the results of the hypothesis test, namely the partial coefficient test (t-test) that has been conducted, the calculated t-value for the parental parenting style variable was $11.922 > 1.970$ t-table and the significance value was $0.001 < 0.05$. Therefore, parental parenting style was proven to have a significant effect on learning outcomes. The results of this study are consistent with previous research by Marlina et al. (2024), which stated that parental parenting style influences academic achievement with a calculated t-value $>$ t-table value, where the calculated t-value was $4.841 > 2.048$. This is consistent with the current study, which obtained a t-calculated value of $11.922 > 1.970$ t-table.

Furthermore, in the hypothesis testing results, namely the partial coefficient test (t-test) that has been conducted, the calculated t-value for the learning independence variable was $12.257 > 1.970$ t-table and the significance value was $0.001 < 0.05$. Thus, learning independence was proven to have a significant effect on learning outcomes. The results of this study are consistent with the research conducted by Susilo et al. (2021), which stated that learning independence influences learning outcomes as seen from the t-test value, where the significance value obtained was $0.000 <$ the significance level value of 0.05. This aligns with the current study, where the significance level is $0.001 < 0.05$. Certainly, learning independence influences the academic performance of students at SMK Negeri 48 Jakarta.

Furthermore, the results of the simultaneous coefficient analysis (F-test) showed a significance value of $< 0.001 < 0.05$ and a calculated F-value of $133.225 >$ F-table, which is 2.60, meaning that the independent variables of parental parenting patterns and learning independence simultaneously have a significant effect on learning outcomes. Additionally, the R-square value for the independent variables was 0.537, indicating that the independent variables of parental parenting style and academic independence contribute 53.7% to influencing the dependent variable of academic achievement. The results of this study are in line with the research conducted by Hajrah et al (2021), which explains that parental parenting patterns and student learning independence have a positive effect on learning outcomes, as evidenced by the F-calculated value $>$ F-table, where $11.209 > 3.16$ and the significance value $0.000 < 0.05$. In line with the current study, the calculated F-value is $133.225 >$ F-table, which is 2.60.

CONCLUSION AND RECOMMENDATION

There is a positive and significant influence between the variable of parenting style and learning outcomes. Good parenting will provide support to children in their learning, so that they will focus and achieve satisfactory learning outcomes. There is a positive and significant influence between the variable of learning independence and learning outcomes. High learning independence, such as learning due to one's own willingness and perseverance without

coercion from the surrounding environment, will certainly make all lessons learned easy to absorb and remember, so that children will achieve high learning outcomes from the learning independence they build. There is a positive and significant influence between the variables of parental upbringing and learning independence on academic outcomes. The better the upbringing provided by parents to their children and the higher the awareness of learning independence within the student, the more satisfying the academic outcomes will be. There are several suggestions and recommendations that researchers will convey that will be useful for further research, namely it is hoped that further research that will conduct similar research will expand the object of research and add other variables that are in accordance with the factors that influence learning outcomes.

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