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Parenting styles and self-regulation in shaping elementary students' learning independence

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Keywords:	Abstract
parenting style; self-regulation; learning independence	<i>Learning independence is an important character trait in primary education that supports independent and lifelong learning abilities. Although parental upbringing and self-regulation have been extensively studied by academics, their relative contributions in the context of collectivist cultures are still not fully understood. This study aims to analyse the relationship between parental parenting styles and self-regulation in shaping the learning independence of elementary school students. This research uses a quantitative approach with a causal-comparative design. Data was obtained from 58 fifth-grade students in Sawangan District, Depok City, and analysed using two-way ANOVA (3x2). The research results indicate that parenting style contributes 4.4% to students' learning independence, while self-regulation contributes 50.3%. These findings indicate that students' internal capacity, particularly self-regulation skills encompassing metacognitive, motivational, and behavioural aspects, has a more dominant influence than external factors such as parental parenting styles. Parenting styles did not show a significant direct influence, and no significant interaction was found between parenting styles and self-regulation. This finding confirms that students' internal ability to regulate their learning process plays a more decisive role than external factors. In the context of a collectivistic culture, parenting serves as a supportive framework for the development of self-regulation and learning independence.</i>

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INTRODUCTION

Background of the Study

Background of the Study Learning independence is a very important characteristic in 21st-century education because it allows students to manage their learning process responsibly, confidently, and strategically. Independent learners understand how they learn, are able to choose the right strategies, and direct their efforts to achieve optimal learning outcomes without excessive reliance on the help of others (Arianto & Hanif, [2024](#)).

In line with technology-based learning transformation, teachers are also required to encourage students to independently utilise online learning resources to make learning more flexible and student-centred (Rizkiyah, [2023](#)). In various findings, independent learners tend to show higher active participation, mastery of learning strategies, control over learning behaviour, and self-confidence (Zulaiha et al., [2023](#); Sulistyowati et al., [2022](#)). Strengthening learning that fosters learning responsibility was also reported to have a positive impact on students' intellectual and behavioural development (Susanto et al., [2024](#)). Globally, contemporary research confirms that self-regulation is a core mechanism supporting learning independence. Students with good self-regulation tend to be able to control their thoughts, emotions, and behaviours to achieve academic goals, including maintaining persistence when facing difficulties (Chen et al., [2024](#)). Self-regulation encompasses the management of metacognitive, motivational, and behavioural control aspects that help students set goals, plan strategies, monitor progress, and evaluate learning outcomes. Strengthening metacognitive and self-regulation aspects in children is also considered effective as a strategic path to improve learning quality from an early age (Eberhart et al., [2025](#)).

The Problem of The Study

Observations at several public elementary schools in Sawangan District, Depok (SDN 02 and SDN 05) revealed variations in the level of student learning independence. Some students exhibit independent, active, and confident learning behaviours, while others show symptoms of low independence, such as a lack of initiative, difficulty completing tasks without assistance, and inconsistent engagement in classroom learning. This variation indicates that learning independence does not develop uniformly and is influenced by various factors. Generally, factors affecting learning independence can be classified into external (environmental) and internal (individual) factors. In this context, parental parenting

style is an important external factor that shapes a child's learning climate at home, while self-regulation is an internal factor that determines a child's ability to manage their behaviour and learning motivation.

Research's State of the Art

Various previous studies have shown that parenting styles are related to children's development of independence. In the context of primary education in Indonesia, learning independence is not only influenced by internal readiness, such as self-regulation, but also by the quality of parental involvement, home learning guidance, and a structured learning environment (Hidayah et al., [2021](#); Melati et al., [2023](#)). Several publications in basic education journals also support the idea that supportive parenting and a conducive home environment positively contribute to the development of independent learning behaviour (Yuna et al., [2021](#); Najihah et al., [2022](#); Sulistyowati et al., [2022](#)).

Theoretically, Baumrind's framework distinguishes parenting styles into three types: authoritarian (high demands, low responsiveness), authoritative/democratic (high demands, high responsiveness), and permissive (low control, high acceptance). Many studies place authoritative parenting as the most likely to be adaptive because it combines clear demands with warmth, thus supporting the development of children's responsibility, discipline, and independence (Lubis & Nashrillah, [2024](#); Tiwari, [2022](#)). The developmental perspective emphasises that family influence is evident in various aspects of a child's life, including academic achievement, social adjustment, role model formation, creativity, behavioural conformity, and personality development. International evidence indicates that positive parent-child relationships influence academic achievement through parental expectations and children's self-expectations (Wang, [2024](#)). A warm family dynamic is also linked to children's social adaptation and emotional development, while healthy family functioning correlates with emotional and personality stability (Herbaut & Delès, [2025](#)).

Besides parenting style, self-regulation has been proven to play a significant role in learning independence. Students with high self-regulation tend to be able to motivate themselves, set goals, design achievement strategies, and consistently control their learning behaviour (Eberhart et al., [2025](#)). Self-regulation encompasses the ability to manage thoughts, emotions, and actions, including metacognitive skills, motivation, and behavioural control. Thus, conceptually, learning independence is formed from a combination of external factors (parenting style) and internal factors

(self-regulation) that together direct a child's learning behaviour (Bakhtiar & Hadwin, [2022](#); Polla & Rahima, [2025](#)).

Novelty, Research Gap, & Objective

Although numerous studies have examined the influence of parenting styles and self-regulation on learning independence, most research still examines each variable separately, resulting in limited empirical evidence regarding the interaction between the two. In fact, in practice, the development of learning independence is the result of the integration between the home parenting context and the child's internal capacity for self-regulation. Meta-analysis findings also indicate a link between parenting styles and children's self-regulation abilities, suggesting a potentially more complex relationship than a simple direct influence (Blume et al., [2025](#)). Another study confirms that children's perceived parenting style is related to self-regulated learning strategies and motivational beliefs (Erden & Uredi, [2023](#)).

This research gap is important in the context of Indonesia, which has strong collectivist and hierarchical characteristics, where parental discipline and authority practices may be interpreted differently compared to Western contexts. Therefore, this study offers novelty through an analytical approach that examines the main effects of parenting styles and self-regulation, as well as their interaction effects on the learning independence of elementary school students using a two-way factorial ANOVA (3×2) design. In this way, the research not only explains "whether" parenting styles and self-regulation influence learning independence, but also "how" the combination of the two potentially differentiates levels of learning independence (Insani et al., [2021](#); Mirawati & Musslifah, [2023](#)). Based on this description, the objectives of this research are: (1) to analyze the influence of parental parenting styles on elementary school students' learning independence; (2) to analyze the influence of self-regulation on elementary school students' learning independence; and (3) to examine the interaction effect of parental parenting styles and self-regulation on elementary school students' learning independence. The research results are expected to provide a theoretical contribution to the study of learning independence and a practical contribution to teachers and parents in designing learning and parenting strategies that support the early development of independent learners.

METHODS

Type and Design

This research is a quantitative approach using a causal-comparative design to

examine the influence of parenting styles and self-regulation on the learning independence of elementary school students. The causal-comparative method is appropriate for investigating cause-and-effect relationships between independent variables (parenting styles and self-regulation) and the dependent variable (learning independence), without manipulating the variables directly. Quantitative research aims to verify the hypothesis proposed based on previous theoretical studies (Siska et al., 2022).

This study used a two-way factorial ANOVA (3x2) design with two independent variables: parenting style (authoritarian, authoritative, and permissive) and self-regulation (high and low). Data were obtained using a 1–5 Likert scale questionnaire. Respondents' total scores were then categorised using the mean-splitting method, where scores above or equal to the mean were classified as high self-regulation, while scores below the mean were classified as low self-regulation. Authoritarian parenting is characterised by high demands and low responsiveness, authoritative parenting by high levels of both, and permissive parenting by low control but high acceptance of the child. This categorisation procedure resulted in two independent variables ready for analysis using a 3x2 ANOVA to test the main effects and their interactions on students' learning independence.

Meanwhile, the dependent variable in this study is learning independence, which is measured using a continuous scale. The design of this study allows the researcher to test three important things: (1) the main effect of parenting style on learning independence, (2) the main effect of self-regulation on learning independence, and (3) the interaction effect between parenting style and self-regulation on learning independence, with the following research design:

Table 1. 3x2 Research Design

A \ B	A1	A2	A3
B1	A1 B1	A2 B1	A3 B1
B2	A1 B2	A2 B2	A3 B2

A: Parenting Style

B: Self-Regulation

Y: Learning Independence

Data and Data Sources

The population consisted of all fifth-grade students from public elementary schools in the Sawangan District, Depok, in the academic year 2024. Based on preliminary data, the total number of targeted students was 78. A **random sampling**

technique was used to select 58 students from two elementary schools (SDN 02 and SDN 05 Sawangan), representing a sufficient sample size for ANOVA analysis while maintaining ecological validity.

Data Collection Technique

In data collection, this research uses three instruments developed by the researcher. Parenting questionnaire instrument, adapted from Baumrind's typology and modified to suit the local cultural context. This questionnaire consists of 30 statements evenly divided into three parenting styles: authoritarian, democratic, and permissive (10 items each). Respondents were asked to rate each statement using a 5-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree.

Before being used to collect data, the research instrument was first validated through expert judgment to ensure content validity. After that, construct validity testing was conducted using the item-total correlation technique. Based on the criteria put forth by Sugiyono (2016), only statement items with a correlation coefficient ≥ 0.30 are retained for further analysis.

Next, a reliability test was conducted using Cronbach's Alpha. The test results showed that the Parental Parenting Style Scale had an α value of 0.90, the Self-Regulation Scale obtained an α value of 0.91, and the Learning Independence Scale also showed an α value of 0.91. These results indicate that all three instruments have very high internal consistency, making them suitable for use in research to obtain reliable data.

Data were collected through structured self-report questionnaires administered in the classroom under teacher supervision. Parental consent was obtained before the administration of the survey. The researchers and class teachers ensured students understood the items and responded independently.

Data Analysis

The data in this study were analysed using Two-Way Analysis of Variance (Two-Way ANOVA) with the assistance of SPSS version 25.0. Before performing parametric analysis, several basic statistical assumptions were first tested. Normality testing was conducted using the Shapiro-Wilk test to ensure that the data were normally distributed. The test results showed that all data groups were normally distributed ($p > 0.05$), thus meeting the normality assumption. Next, the homogeneity of variance test was conducted using Levene's test to assess the equality of variances between groups. The test results showed no significant difference in variances between groups ($F = 0.355$; $p = 0.877$). Thus, the data is declared to meet the homogeneity assumption

required for ANOVA implementation. Additionally, the assumption of independence between observations was also considered during the data collection process to ensure the validity and reliability of the statistical analysis results.

In this analysis, the effect size (η^2) was also calculated to determine the contribution of each variable to the dependent variable. The significance level is set at $p < 0.05$, which is used as the basis for whether the hypothesis is accepted or rejected. Therefore, only results that meet these criteria are considered significant in this study.

This research was conducted in accordance with ethical principles of educational research. Informed consent was obtained from parents/guardians of students and the school before data collection, and participant anonymity was strictly maintained.

RESULTS

Descriptive Statistics

The descriptive analysis was conducted to observe the mean and standard deviation of students' learning independence based on the combination of parenting style and self-regulation levels.

After calculations were carried out using SPSS 25.0, the following results were obtained:

Table 2. Cumulative Frequency Distribution

No	Parenting Style	Self-Regulation Level	Frequency (N)	Mean Learning Independence Score	Cumulative Frequency
1	Authoritarian	High	5	102.00	5
		Low	8	84.75	13
2	Authoritative	High	10	99.80	23
		Low	14	83.71	37
3	Permissive	High	10	96.10	47
		Low	11	82.36	58

The descriptive analysis results showed that students with high levels of self-regulation had higher learning independence scores than students with low self-regulation across all parenting styles. However, an interesting finding emerged in the group of students with authoritarian parenting and high self-regulation (Mean = 102.00), who actually had the highest learning independence scores, slightly surpassing the authoritative group with high self-regulation (Mean = 99.80).

Assumption Testing

Before the data is analysed using parametric inferential analysis, a prerequisite test is first carried out in the form of a homogeneity test with the help of SPSS 25.0 as follows:

Table 3. Homogeneity
Levene's Test of Equality of Error Variances^{a,b}

Test	Levene Statistic	df	Sig.
Based on Mean	0.355	5, 52	0.877
Based on Median	0.201	5, 52	0.960
Based on Median (adj. df)	0.201	5, 41.503	0.960
Based on the trimmed mean	0.322	5, 52	0.898

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: LI

b. Design: Intercept + P + SR + P * SR

Before performing a two-way ANOVA analysis, an assumption test is first conducted to ensure data suitability. The results of the normality test using Shapiro-Wilk showed that all data groups were normally distributed, indicated by a significance value greater than 0.05. Furthermore, the variance homogeneity test using Levene's Test yielded $F = 0.355$ with $p = 0.877$, which means there was no difference in variance between groups. Thus, the data meet the assumption of homogeneity.

Hypothesis Test

After all assumptions are met, the analysis proceeds with hypothesis testing using two-way ANOVA. This analysis is conducted to assess three main aspects: (1) the main effect of parental parenting styles on learning independence, (2) the main effect of self-regulation on learning independence, and (3) the interaction effect between parenting styles and self-regulation in influencing learning independence. After the data for all groups were homogeneous, an inferential parametric analysis was carried out using SPSS 25.0, and the following results were obtained:

Table 4. Tests of Between-Subjects Effects
Dependent Variable: Learning Independence

Source	Type III SS	df	F	Sig.
Corrected Model	3467.166	5	11.327	0.000
Intercept	438070.470	1	7155.760	0.000
Parenting (P)	146.592	2	1.197	0.310
Self-Regulation (SR)	3223.715	1	52.658	0.000
P × SR	27.703	2	0.226	0.798
Error	3183.403	52	—	—

a. R Squared = .521 (Adjusted R Squared = .475)

From the table above, it can be seen that the results of the two-way ANOVA analysis show that the main effect of parenting style on learning independence has a significance value ($p = 0.310 > \alpha = 0.05$), which means that the influence of parenting style on students' learning independence is not significant. Conversely, the main effect of self-regulation on learning independence shows a significance value ($p = 0.000 < \alpha = 0.05$), which means that the effect of self-regulation on students' learning independence is significant. Furthermore, the interaction effect between parenting style and self-regulation on learning independence shows a significance value ($p = 0.798 > \alpha = 0.05$), which means there is no significant interaction effect between parenting style and self-regulation on students' learning independence. Here is the plot profile of the interaction effect between parenting styles and self-regulation on children's learning independence. The following are profile plots of the influence of the interaction between parenting patterns and self-regulation on children's learning independence.

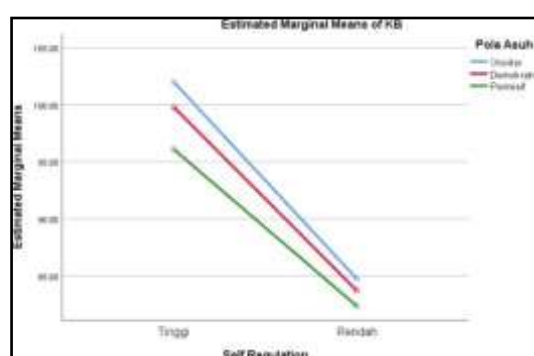


Figure 1. Profile Plots of the Interaction of Parenting Patterns and Self-Regulation on Learning Independence

The results of the two-way ANOVA analysis were then interpreted based on the main effects and interaction effects obtained. First, the main effect of parenting style

showed non-significant results ($F = 1.197$; $p = 0.310$). This indicates that differences in parenting styles—whether authoritarian, democratic, or permissive—do not make a statistically significant difference in students' levels of learning independence. Second, the main effect of self-regulation showed highly significant results ($F = 52.658$; $p = 0.000$). This finding confirms that students with high levels of self-regulation have significantly better learning independence compared to students with low self-regulation. Third, the analysis of the interaction effect between parenting style and self-regulation also showed non-significant results ($F = 0.226$; $p = 0.798$). This means that the influence of parenting style on learning independence is consistent, regardless of whether the student group has high or low self-regulation.

The Influence of Parenting Patterns and Self-Regulation on Learning Independence

Based on the results of the ANOVA table above, the following values were obtained: Corrected Total (SS total) = 6650.569, SS P = 146.592, SS SR = 3223.715, and SS P*SR = 27.703. Next, an effect size test was conducted using the Partial Eta Squared (η^2) test, with the following results:

Table 5. Partial eta squared summary

Factor	Partial η^2	Contribution
Parenting (P)	0.044	4.4%
Self-Regulation (SR)	0.503	50.3%
P $\times$ SR	0.0086	0.86%

The analysis results show that the influence of parenting styles on students' learning independence has a Partial Eta Squared value of 0.044, or approximately 4.4% when expressed as a percentage. This value indicates that the contribution of parenting styles to variations in students' learning independence is relatively small. Conversely, the influence of self-regulation on learning independence has a Partial Eta Squared value of 0.503, or equivalent to 50.3%, indicating that self-regulation has a dominant influence on students' levels of learning independence.

DISCUSSIONS

The results of this study indicate that self-regulation is the most dominant factor in shaping elementary school students' learning independence, while parenting styles did not demonstrate a significant direct influence, either as a primary influence or in its interaction with self-regulation. This finding confirms that learning independence in elementary school is determined more by students' internal capacity to manage their learning process—including goal setting, strategy selection,

motivation management, and learning behaviour control—than by variations in parenting styles received within the family environment.

Theoretically, these findings align with the self-regulated learning (SRL) framework, which positions self-regulation as the core of learning independence. From a social cognitive perspective, self-regulation develops through the internalisation of learning experiences influenced by self-efficacy, self-reflection, and personal agency, enabling students to maintain purposeful learning behaviour despite varying external conditions. Furthermore, recent meta-analytic/intervention evidence indicates that strengthening metacognition and self-regulation strategies effectively improves the quality of learning in children, making it reasonable for self-regulation to emerge as the strongest predictor of learning independence (Eberhart et al., [2025](#)).

The findings of this study are also consistent with empirical evidence emphasising the role of metacognitive strategies and self-regulation in learning achievement and readiness for independent learning. Arianto and Hanif ([2024](#)) emphasised that metacognitive strategies and self-regulation are related to students' ability to manage learning and solve learning problems more effectively. At the elementary school level, a narrative review by Ruig et al. ([2023](#)) showed that the quality of teacher-student interactions, a supportive classroom climate, and instructional support are associated with metacognition and student motivation and behaviour regulation, making schools an important arena for developing self-regulation in elementary school students.

Meanwhile, the insignificant direct effect of parenting on independent learning needs to be understood contextually and developmentally. In upper elementary school, children's learning space expands beyond the family: school routines, academic demands, and social interactions in the classroom shape daily learning habits. In the Indonesian context, Rizkiyah ([2023](#)) emphasised that the role of teachers and learning support can encourage increased independent learning in elementary school students, so the contribution of parenting variations may not appear dominant in statistical analyses. Studies on elementary school students also show that independent learning can be categorised as good when schools reinforce self-confidence, motivation, and learning methods that encourage students to be active in learning situations that require adaptation (Stevanus et al., [2023](#)).

In addition to developmental factors, the collectivist cultural context in Indonesia also allows for more situational and hybrid parenting practices, so that

differences between parenting styles do not always appear as sharp statistical differences. In the context of distance learning for elementary school students, Najihah, Syarifah, and Warsihna ([2022](#)) showed that parental parenting styles and teacher guidance were both related to independent learning; this finding also confirms that school reinforcement (teacher guidance) can be an important pathway in helping students manage their learning independently. This finding is consistent with Ruig et al. ([2023](#)) description that relational and instructional support in the classroom are associated with SRL components in elementary school students.

The descriptive finding that students with high self-regulation continue to demonstrate strong independent learning across a variety of parenting styles strengthens the argument that self-regulation is a relatively autonomous and stable capacity. This aligns with the understanding that a supportive classroom environment and quality interactions can strengthen self-regulation, so that students with good self-regulation tend to be able to maintain directed learning behaviours under various conditions (Ruig et al., [2023](#)). At the same time, studies in the Indonesian elementary school context illustrate that independent learning is evident through behavioural indicators such as self-confidence, discipline, activeness, and responsibility during the learning process (Zulaiha et al., [2023](#)).

The conceptual implication of this research is that parenting styles need to be understood as contextual factors that support the internalisation of learning habits (e.g., routines, values of responsibility, and discipline), but not as direct determinants of independent learning. Practical implications: interventions in elementary education need to prioritise strengthening self-regulation through metacognitive strategies, the habit of reflection, setting learning goals, as well as teacher support and a supportive classroom climate (Ruig et al., [2023](#); Rizkiyah, [2023](#)).

CONCLUSION

This study concludes that self-regulation, as an internal capacity, is a major factor influencing students' learning independence in elementary school. Meanwhile, parenting styles did not show a significant direct influence, either independently or in their interaction with self-regulation. The research findings indicate that learning independence is more determined by students' internal capacity to manage goals, strategies, motivation, and learning behaviour. Therefore, strengthening self-regulation through systematic learning strategies, practising emotional management, and reflecting on learning in schools is key to building

students' learning independence, while the role of parents is positioned as a supporting context that strengthens this internal process.

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