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**Submission date:** 04-Jul-2023 11:02AM (UTC+0500)

**Submission ID:** 2126313019

**File name:** Artikel\_Jrl\_Lailia\_BIG.docx (98.43K)

**Word count:** 4238

**Character count:** 24020

# The Role Between Parent Support and Academic Self-Regulation with Learning Performance at School 1 Islam Sedati Ngoro

Jauharotul Lailia<sup>1)</sup>, Ghozali Rusyid Affandi<sup>2)</sup>

Program Studi Psikologi, Universitas Muhammadiyah Sidoarjo, Indonesia

Jauharotullailia047@gmail.com

## ABSTRACT

This study is undermined by the phenomenon of a decrease in student learning performance. This study aims to understand the role between parental support and academic self-regulation with the learning achievements of Islamic high school students sedati Ngoro. The design of the study uses a quantitative approach with a sample of 226 students using the Stratified Random Sampling technique. The variables found in the study are parent support, self-regulation as a free variable and learning performance as a bound variable. The research was carried out in the Islamic School of Medicine Sedati Ngoro which has a population of 410. data collection in this study using three psychological scales of the Likert model, namely the scale of parent support, self-regulation scale and learning performance scale. Data analysis was done with the Double Linear Regression Technique using the help of the JASP program version 0.17 for windows. The results of the study stated that the support of parents and academic self-regulation has a role in the learning performance of students of the secondary school. when students get the full support of both parents and are able to manage academic regulation well then the learning achievement is also high. Individual contributions show that self-regulation plays a 4.9% role in learning performance. The contribution provided by parents' support was 22.4%. From these results, it can be concluded that the support of parents contributes more to learning performance than to self-regulation

**Keywords :** - *Junior High School Students, Learning Achievement, Self-Regulation with learning, Parental Support*

## Introduction

Education for human life has had an important meaning from time to time, its existence has influenced the development and survival of human life. High school age coincides with adolescence (Dami & Parikaes, 2018). Adolescence is a time that attracts much attention due to its distinctive characteristics and its decisive role in the lives of individuals in adult society.

The first secondary school (SMP) is the primary education on formal education in Indonesia that is obtained after graduating from the elementary school. The first secondary school is completed within 3 years, generally students who have completed primary education are 13–15 years of age (Wahyuningtyas, 2022).

Learning achievement is the result of learning achieved after learning through teaching activities. Learning achievement can be demonstrated through the value given by a teacher of the number of fields of study that have been studied by the student. (Hidayat, 2017) The learning process at school can be said to be successful if seen from the learning achievements obtained by students during the learning process, the success can be assessed by the test of learning results carried out continuously. Of course, as educators, parents and schools also want each student to a good and high performance, but it is not excluded that there are some students who have a low learning performance (Ejubović & Puška, 2019).

In Indonesia, the rate of high school leaving is quite high, 0.27% and Learning Achievement decreased to 47.8% of the number of young children in Indonesia because of the need for learning guidance from parents so that adult attitude and responsibility grows in the child. Based on the observations made by the author in January–June 2023, it is known that the learning performance of students of SMP X in the Ngoro area of the last three years is not optimal, in the sense there are some students who have not been able to the Minimum Intensity Criteria (KKM) that is determined by the school is 74, as shown in the table below.

Year	Amount of student	Average value	Students are accused	Completeness %	Untold students	Completeness %
2020-2021	367	63,21	151	59%	216	41%
2021-2022	425	67,17	187	56%	238	44%
2022-2023	410	64,52	205	50%	205	50%

Source: Head of School Curriculum

Based on the above table can be seen still many students of SMP X in Ngoro who obtain academic performance below 74, in the sense of not meeting the Minimum Ketuntasan Criteria (KKM) that has been determined by the school. Students can be claimed individually if they meet the KKM that has been determined by the school. According to the National Standards Board of Education (BNSP), a class can be called a class if the presentation of students is at least 75%. In the academic year 2022-2023 we can see that of the 410 students who obtain a score below the minimum grade grade (KKM) there is as much as 50% based on that, it is seen that the level of learning achievement of students X in the Ngoro area belongs has not reached the KKM

The phenomena found in the field about Learning Achievement, the researchers also conducted interviews, obtained information with short interviews against five subjects of SMC students. That one of the internal factors that is supposed to cause low student learning performance is low Self-Regulation, while the external factors that influence is the lack of support of Parents.(Putrie, 2021) Like some students who often delay to work on tasks, do not study at home, are lazy to work in public relations and students do not pay attention to lessons when in class. This phenomenon is explained in the results of the interview submitted by the subjects(Syafa'ati et al., 2021)

“... I never asked my brother to study the same parents when at home, so I do not go and study, usually if there is a PR my sister Lili learns, it also sometimes has to perform it, many malesnya brother...” (20/04/2023)

“ the parents are only busy working without knowing the progress of my school gimaana, so honestly at the end of this school only departed and returned home, there is no motivation to perform brother, so is not in appreciation also the same parents if I can get a good grade...” (20/04/2023)

Internal factors are factors that originate from within the student who include the need or urge to perform, motivation and cognitive abilities. Whereas external factors are factors that originate from outside students. this can be a prasarana means, environmental situation either the school family environment or the community environment, there is social support, social support can be applied to the family environment, such as the support of parents. In addition, internal factors that can affect learning performance are one of which is self-regulation(Bunyamin et al., 2018)

### Literature Review

Self-regulation is a process in the personality that is important in the individual to try to control their thoughts, feelings, impulses and passions, usually conceptualized by involving control and direction(Pramonos, 2018). Self-regulation in learning is the way students learn to be individually active in achieving academic goals by monitoring behavior, self-motivating, and using their cognitive functions in learning(Putrie & Fauzia, 2019). Self-regulation in learning is described as strategies that students use to regulate their cognition (using cognitive and metacognitive strategies) and also the use of strategies to manage knowledge resources(Putrie & Fauzia, 2019). Self-regulation is divided into three aspects that are applied in learning, namely metacognition, motivation, and behavior. Metacognitively, students who have good self-regulation will be able to plan, organize, instruct, monitor and evaluate themselves in the learning process(Nurillah & Chusairi, 2020)

In previous studies, it was stated that there was a positive relationship between self-regulation and learning performance. A 2017 study found that the higher the level of self-regulation performed by students, the higher will be their learning performance. In the study of Rahayu (2017), it was found that there was a significant relationship between self-regulation and learning performance in the students of grade x High School State 1 Sep White (Rahayu et al., 2017). Other studies also show that there is a relationship between parent support and student learning achievements. Proved by a study conducted by Gunandar (2018) showed that the variable social support of parents and learning performance had a correlation of 0.317. There is a positive and significant relationship between parent social support and learning achievement. Learning performance is influenced by parental support, this is demonstrated by research conducted by Filah (2020) found that as much as 51.1% of variation in learning performance is affected by social support of parents. The relationship between parent social support and learning achievement is known to have a significant relationship (Atfilah, 2021)

In addition to internal factors, there are external factors that affect learning performance, one of which is Parental Support. Parents are the first person responsible for the education of their children; parents in achieving their child's learning achievements are very important, which includes emotional, informational, instrumental, assessment and appreciation support. Parental affection, attention or appreciation will lead to mental health for the child. Lack of compassion, harshness and cruelty will cause emotional insecurity so that the child will have difficulty learning (Syafi'i et al., 2018). Parents play an important role in helping children go to school and in achieving learning achievements, because parents can coordinate with educators and monitor children's development in school through teachers in school. Parental work, parental education and parental salary will also affect your child's learning performance. The satisfactory family economic situation of parents' work affects the child's learning needs associated with learning achievements. When an individual can positively understand the perception of parental support given, then it can help the process of solving tasks better. Because such positive digestion will help the individual to cope with the problems and stress faced, such as during the task process. (Suparyanto dan Rosad, 2020)

Based on the background of the above problems, as well as the limitation of research related to the support of parents and self-regulation of learning performance in students, the purpose of this study is to know the role of Parental Support and Academic Self-Regulation in the learning performance of students Sedati Ngoro.

## Method

The researchers used a research design with a quantitative approach to find out whether or not there is an influence between variables (Yahaya et al., 2020). The research design aims to find a role between parental support and academic self-regulation towards learning performance. This study uses a double linear regression analysis technique that measures the relationship between a bound variable with two or more free variables (Pratiwi, 2018).

The population in this study was the entire student in Islamic Middle School, which totaled 410 students consisting of 194 male students and 216 female students. The study sample was taken from the Krejie Morgan table comprising 226 students who would be the sample. Participant data in Table 1.

**Tabel 1.**  
Data Number of Participants

No.	The Class	Number of Participants
1	VII	64
2	VIII	96
3	IX	60
	<b>Total</b>	<b>226</b>

The sample collection technique in this research uses Stratified Random Sampling, where sampling based on strata (level) on the population element. The sampler technique in the study uses a sample-taking table developed by Issac & Michael at the error rate of 5% of the student population of the Issak & Michael table. The total population of 410 people was between the number 191 to the total sample of 226 students. The study used a 5% error rate because the greater the number of samples approaching the population, the less likely the error occurred.

The data collection technique in this study is a psychological scale that is one type of measurement tool that uses written requirements to obtain information from respondents. The Likert model scale is the scale used in this study in obtaining empirical data from Parental Support, Self-Regulation and Learning Performance.

The scale of parental support is based on the aspects of parent support such as emotional support, support for appreciation or self-esteem, instrumental support, information support. there are 48 Aitem Parental support questionnaires using corrected items total correlation indicating that there are 17 Aitem said to be valid and 31 other AITEMs declared to be invalid. Results of the rehabilitation test of the scale of support of parents after performing Try out by Lailia To 100 respondents with 17 valid aitem that the researchers have done before and there are 5 aitem who have died. The high reliability value is Aitem of 0.908. The validity score on this parent support scale ranges from 0.373 to 0.881



55 The academic self-regulation scale uses a scale adapted from Ashari (2018) based on aspects of self regulation such as metacognition, motivation, and behavior. The study used a self-regulatory scale with a reliability of 0.905. The results of the reliability test of the self-regulatory scale after the Tryout by Ashari were 267 respondents with 37 valid aitem performed by the previous researchers and there were 14 dead. The high reliability value is Aitem of 0.886. Results of the self-regulatory scale rehabilitation test after performed Try out by Lailia To 100 respondents with 37 valid aitem performed by the previous researchers and there were 14 dead. The high reliability value is Aitem of 0.975. The validity score on this parent support scale ranges from 0.283

The learning performance is the average of all the values obtained by the research subject. The learning performance score in this study is obtainable from the student's study results report. (rapor). The report used in this study is the value of the final Semester Genap Repeat report of the whole student, starting from class VII – IX students of SMP Islam Sedati. to 0.963

37 Data analysis techniques in this study use double linear regression with the help of JASP 0.17. The purpose of the double linear regression analysis is to test the role between parent support and self-regulation with learning performance in Islamic school students to meet the assumption test before performing the hypothesis test.

## Result

43 Based on the results of the normality test on the standardized Residuals Histogram against Parental Support, Self-Regulation and Performance in stated that the data is distributed normally. Therefore, it can be understood that there is a difference between the sample of the study and the population. Standardized Residuals Histogram is shown in Figure 1.

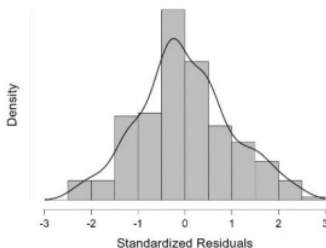


Figure 1. Analisis Uji Normalitas Standardized Residuals Histogram.

Based on the results of the linearity test on Q-Q Plot Standardized Residuals for parent support and self-regulation with learning performance stated that there is a linear line that

connects between parent support with performance and self regulation with performance. The linearity test results for Q-Q Plot Standardized Residuals are shown in Figure 2.

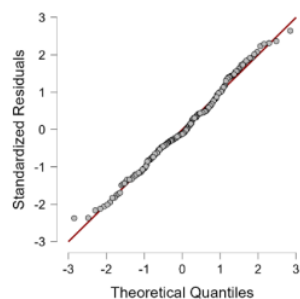


Figure 2. Analisis Uji Linieritas pada Q-Q Plot Standardized Residuals

Based on the results of the multicollinearity test on parental support and self-regulation, they obtained a Tolerance score of 0.894 and a VIF score of 1.119. This study used a tolerance rule of  $>0,1$  while the VIF rule was  $< 10$ . Based on these guidelines, it can be stated that all variables have the same function and there is no overlap. The results of the multicollinearity test are shown in Table 2.

Table 2. Analisis Uji Multikolinearitas

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
H <sub>0</sub>	(Intercept)	83.450	0,11736		493.058	< .001		
H <sub>1</sub>	(Intercept)	75.166	1.567		47.970	< .001		
	Regulasi Diri	0.058	0.022	0,11042	2.645	0.009	0,62083	1.119
	DukunganOrangTua	0,09861	0.019	0,31111	7.443	< .001	0,62083	1.119

Sumber : JASP 0.17.2.1, 2023

The results of the test of the hypothesis in this study using pearson correlation on Parental Support with Learning Performance obtained a score of 0,500 (p : <.001) while on self-regulation with Learning Achievement obtaining a scoring of 0,305 (p : <.001), it can be said



that there is a significant relationship between parental support with Performance and Self-Regulation with Performance in Table 3.

Tabel 3. Analisis Pearson's Correlations

Variable		DukunganOrangTua	Regulasi Diri	Prestasi asi
1. DukunganOrangTua	Pearson's r	—		
	p-value	—		
2. Regulasi Diri	Pearson's r	0.326	—	
	p-value	< .001	—	
3. Prestasi	Pearson's r	0.500	0.305	—
	p-value	< .001	< .001	—

Sumber : JASP 0.17.2.1, 2023

result of the double linear regression analysis obtained a F score of 42,074 with  $p < 0,001$ . Then it can be said that there is a joint influence of Parental Support and Self-Regulation on the students of Islamic High School as described in Table 4 and Table 5

Table 4. Analisis Regresi Linear Berganda ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H <sub>1</sub>	Regression	401.307	2	200.654	42.074	< .001
	Residual	1.068.278	224	4.769		
	Regulasi diri	1.469.585	226			

Thus, it can be concluded that the joint contribution of parental support and academic self-regulation to learning performance was 27.3%. Individual contributions show that self-regulation plays a 4.9% role in learning performance. The contribution provided by parents' support was 22.4%. From these results, it can be concluded that parental support contributes more to learning performance than self-regulation in Table 5.

Tabel 5. Model Summary - Prestasi

Durbin-Watson							
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE	Autocorrelation	Statistic	p
H <sub>0</sub>	0.000	0.000	0.000	2.550	0.828	0.313	< .001
H <sub>1</sub>	0.523	0.273	0.267	2.184	0.951	0.042	< .001

Sumber : JASP 0.17.2.1, 2023

## Discussion

The study tested the impact of parental support and academic self-regulation on high school students' learning achievements. (Zahro, 2019) The results of this study say that parental support and self-regulation jointly affect learning performance, that is, when students get full support from both parents and are able to manage self regulation well then the learning performance obtained is also high. Parents' involvement in the child's education is driven by the love of the child, the desire to prepare the child for a better life of his or her parents. Thus, the support of parents in the upbringing of children is intrinsic, nonparticular, and long-term oriented, especially in preparing for the future of the child and seeing the child as a trust to be held accountable (Analisis, 2019).

Based on the results of the calculations carried out by the researchers, stated that the social support of parents and academic self-regulation are positively and significantly related to student learning achievements. That is, the level of social support of the elderly is higher, the higher the learning performance (Pramonos, 2018). However, if the social support of parents and academic self-regulation is lower, then the learning performance is lower. So it can be said that the social support of parents contributes to the low elevation of student learning achievements. Unlike a study by Dirgantoro (2019) revealed that parental support has no significant relationship with learning performance. The environmental conditions in the school are the determining factors in the learning process, such as friends who are active in the classroom, and teachers who are able to create pleasant class conditions. It is confirmed by Utari (2015) that social support has no significant influence on student learning achievements, since parents who are external factors are seen as factors that help a person's study smoothly. (Damayanti, 2018)

Then based on the analysis of the results of this study it explains that there is a significant and positive relationship between Self-Regulation and student learning performance (Nur khayati & Abror Shodiq, 2015). That is to say, the self-regulation of students

is higher, so the learning performance in students is also higher. On the contrary, when the self-regulation of students is lower, their learning performance is also lower. As stated by Ejubovic & Puska (2019) that self-regulation has an influence on learning performance (Hadwin, 2017). It is consistent with Fashikah & Fatimah (2017) that individuals who are consciously aware, are responsible, and know about effective learning strategies for them or can be said to have good academic self-regulation, the individual must good performance anyway. The high level of self-regulated learning will affect students in their learning activities. Students who have higher academic self-regulation will plan and make it easier to manage the time and effort used for tasks, find a suitable place when studying, know and condition a good learning environment, seek help (help-seeking) from teachers or classmates when experiencing learning difficulties, and make a study schedule (Dwi, 2018).

Parental support and self-regulation have a significant relationship in improving learning performance. Students who perform, will have strong initiative and competitiveness, this is also strengthened by the role of their parents, as well as the increasing regulation of student learning (Nurillah & Chusairi, 2020). The presence of parental support has a positive impact on students by provoking positive feelings, improving psychological well-being and mitigating negative influences that can harm academic activities in schools. Compatible with Yaya, dkk. Self-regulation is associated with students who are actively involved in learning based on their speed in teaching learning (Karanganyar, 2020).

The results of this research seek first-secondary school and BK teachers can encourage and help students through sharing techniques and strategies so that students can master their learning process (Ejubović & Puška, 2019). Students who have academic self-regulation are also distinguished based on systematic metacognitive, motivation and behavior, responses to learning effectiveness, and self-perception of learning. It can then be said that parental support and self-regulation are psychological factors that play an important role in learning performance in school. The theoretical implication of these research results is that they can be a research reference that discusses student learning performance as well as the results of research relevant to previous research results (Wahyuningtyas, 2022).

However, this research has a limitation that the research subject is focused on the SMA students, so further research is recommended to take students with high school/other education levels. According to the study, it was 27.3 percent. Individual contributions show that self-regulation plays a 4.9% role in learning performance. The contribution of parents was 22.4 percent. This becomes the limitation of this research so that further research is expected to investigate other variables that have been mentioned earlier to complement this research such

as intelligence level variables to know the role of intelligence in determining student learning performance.

## Conclusion

The results of this study correspond to the research hypothesis where the support of parents and academic self-regulation has a role against the learning performance in students of the Islamic Middle School. contributions jointly support of the parents and the academic Self-Regulation to learning performance of 27.3%. Individual contributions show that self-regulation plays a 4.9% role in learning performance. The contribution provided by parents' support was 22.4%. From these results, it can be concluded that the support of parents contributes more sharply to learning performance than to self-regulation.

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**Article Error** You may need to use an article before this word.



**Sentence Cap.** Review the rules for capitalization.



**Sentence Cap.** Review the rules for capitalization.



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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Dup.** Did you mean to repeat this word?



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Prep.** You may be using the wrong preposition.



**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



**Run-on** This sentence may be a run-on sentence.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sentence Cap.** Review the rules for capitalization.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Confused** You have used either an imprecise word or an incorrect word.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to remove this article.



**Proper Nouns** You may need to use a capital letter for this proper noun.



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**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Hyph.** Review the rules for using punctuation marks.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Missing ","** Review the rules for using punctuation marks.



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**Missing ","** Review the rules for using punctuation marks.



**Missing ","** Review the rules for using punctuation marks.



**Missing ","** Review the rules for using punctuation marks.

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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Confused** You have used either an imprecise word or an incorrect word.



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**Missing ", "** Review the rules for using punctuation marks.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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**Hyph.** Review the rules for using punctuation marks.



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**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



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**Verb** This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.





**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



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