JP (Jurnal Pendidikan) : Teori dan Praktik
Vol. 8, No. 2, September 2023, pp. 111-119
E-ISSN: 2527-6891, DOI: https://doi.org/10.26740/jp.v8n2.p111-119

Correlation of Self Efficacy, Parental Involvement, and Self Determination With Student Learning Independence

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Article Info

Article history:

Received August 10, 2023
Revised September 25, 2023
Accepted September 26, 2023

Keywords:

Self Efficacy
Parental Involvement
Self Determination
Learning Independence
Students

ABSTRACT

Independent learning is one of the main factors in the success of students. This study aims to determine the correlation between self-efficacy, parental involvement, and self-determination with the learning independence of high school Surabaya students. The correlational design involved 390 samples. Data were collected through four scales with item validity test ≥ 0.3 and Cronbach Alpha reliability of 0.6 - 0.770, then analyzed by multiple linear regression. The regression results show that (sig F (172) = 0.000 <0.05) there is a simultaneous significant correlation between self-efficacy, parental involvement, and self-determination with learning independence. The contribution of the three predictors in the model together is 57.30% on learning independence..

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1. INTRODUCTION

One of the characteristics that students possess according to the mandate of the Law is that they must have an independent personality or self-reliance, which is one of the attitudes that every student must possess as an output of the national education system. Independence is one of the six main characteristics of the Pancasila student profile that aligns with the vision and mission of the Ministry of Education and Culture as stated in the Ministerial Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the years 2020-2024. The key elements of independence encompass two aspects: self-awareness and the situation faced, as well as self-regulation. According to Hidayati & Listyani (2010), independence is realized through six measurable attitudes, which include: 1) Students' non-dependence on others, 2) Self-confidence, 3) Disciplined behavior, 4) Sense of responsibility, 5) Behavior based on self-initiative, and 6) Self-control. These six attitudes need to be cultivated in each student so that they can learn Pancasila as mandated by the Law and also have the ability to solve issues related to subject matter in each educational unit, thus achieving the learning objectives effectively.

Marpaung & Sembiring (2022) revealed in their research that self-directed learning has been proven to influence the learning outcomes of high school students. Eladl & Polpol (2020) also demonstrated that the influence of self-directed learning on students' learning outcomes in Oman significantly correlates. Field facts indicate that a low level of self-directed learning among students is also evident in schools in the city of Surabaya. Based on interviews conducted by a counselor at School A, it was stated that many students do not submit assignments and only do so when prompted by teachers, indicating their dependency on others to complete their tasks. However, assignments are an essential component of assessment. Additional information was provided by a guidance counselor at School B, stating that some students still do not behave entirely based on their own initiative, thus requiring parental assistance to remind them of tasks that need to be completed. Furthermore, it was found that some students frequently skip school. These facts demonstrate the lack of self-directed learning, particularly in the aspects of disciplined behavior and self-control to adhere to school rules.

Additional information from counselor at School C indicated occurrences of cheating during exams. This indicates that the level of self-directedness is still low, as students lack confidence in their exam answers. During the learning process, many students fail to prepare the required materials and tend to rely on copying materials from classmates. Lack of self-reliance has several negative impacts, which can affect academic achievements and personal development. When students are not self-reliant in their learning, they become overly dependent on external help, such as teachers or classmates. This can hinder the development of problem-solving and critical thinking skills and impede the ability to learn independently in the future.

There are many factors that influence students' self-directed learning, which according to Cobb (2003), include motivation, self-efficacy, and goals. To achieve good learning performance and obtain good learning outcomes during the learning process, one psychological aspect needed is motivation, particularly intrinsic motivation related to self-determination (Deci & Ryan, 2000). Self-determination is a person's ability to motivate themselves (Oktawirawan, 2020). Self-determination plays a vital role in creating a learning environment where students are cognitively engaged and take responsibility for their learning process (Dina & Aulia, 2015)

Another factor influencing self-directed learning according to Cobb (2003) in his dissertation is self-efficacy. Albert Bandura (1994) defines self-efficacy as an individual's personal assessment of their ability to organize and carry out a series of actions in order to achieve predetermined goals. Self-efficacy is a confident attitude and motivation that individuals possess within themselves (Ozyilmaz et al., 2018). Students who possess self-efficacy are confident in their abilities and are better able to manage their study time, complete tasks, and engage in self-directed learning activities to achieve the best learning outcomes.

In building students' self-directed learning, parental involvement is also necessary. Active and caring parental involvement in their child's education is an important factor in optimizing the valuable potential of children to achieve a bright future (Suryabrata, 2000). Essentially, high school students tend to be influenced by their environment, both in terms of their living environment and their social environment with peers. Therefore, parental guidance in completing school tasks at home is crucial to help, guide, supervise, and provide direction to students. This way, students can become more self-reliant and motivated to fulfill their responsibilities as learners.

Efforts to assist students in realizing their full potential can be done through guidance and counseling (GC). GC realizes the educational function in assisting students in realizing their potential, refining, internalizing, renewing, and integrating value systems that are congruent into independent behavior patterns (Kartadinata, 2007). This also relates to the Competency Standards for Student Self-Reliance (SKKPD), which is the intellectual maturity manifested in the attitude of developing knowledge and skills according to their needs to follow and continue lessons or prepare for a career and contribute to community life. This is related to the aspect of self-directed learning to achieve its learning goals. GC services in their activities can serve as a comprehensive measure, which is necessary to achieve an increase in the aspects of self-directed learning, self-determination, self-efficacy in students, and parental involvement, so that students can achieve their final learning goals as outlined in the Competency Standards for Student Self-Reliance (SKKPD).

The chosen variables provide a comprehensive framework for understanding and improving students' self-directed learning. Self-efficacy reflects a student's confidence and ability to manage their learning, while parental support addresses the external influence and guidance from parents. Self-determination is crucial for intrinsic motivation and active engagement in the learning process.

2. METHOD

This study used a correlational research design to investigate the relationships between self-determination, self-efficacy, parental involvement, and self-directed learning. The research population encompassed students of the 10th and 11th grades in the academic year 2022/2023. Sampling was conducted using the cluster random sampling technique. The determination of the sample size was calculated using the Slovin formula, resulting in a total sample size of 390 students. Data analysis was conducted using SPSS software. This approach allowed for a comprehensive understanding of the relationships between the variables of interest and to draw meaningful conclusions about the factors influencing students' ability to engage in self-directed learning. The statistical techniques to analyze the data are, descriptive statistics to summarize and describe the main characteristics of the variables under study, correlation analysis to examine the strength and direction of relationships between the independent variables and the dependent variable, Regression analysis to investigate the predictive power of the independent variables on the dependent variable. Validity and reliability testing to evaluate the validity of the measurement instruments.

There were four instruments used, namely: self-efficacy, parental involvement, self-determination, and self-directed learning. Each statement item in each instrument consisted of four options on a Likert scale. The instrument for self-efficacy was measured using the Morgan scale, specifically the Jinks Student Efficacy Scale (MJSES). The instrument for parental involvement was measured using a scale based on Epstein's theory. The self-determination instrument was measured using the Basic Psychological Need Satisfaction Scale

(BPNSS). The self-directed learning instrument was measured using a modified scale developed by (Al-Hayani et al., 2010).

The validity of the instruments was tested through the product-moment correlation analysis of item-total with a criterion of ≥ 0.3 for all scales. Reliability was tested using the Alpha Cronbach Reliability with a minimum criterion of 0.6 (Cronbach, 1990), and all four scales met the criteria: self-efficacy scale (0.728), parental involvement scale (0.741), self-determination scale (0.742), and self-directed learning scale (0.770).

3. RESULTS AND DISCUSSION

The Descriptive Analysis

Descriptive analysis was conducted using SPSS 25 for Windows, the results of which will serve as the foundation for determining the categories of the variables under study, namely self-efficacy, parental involvement, self-determination, and self-directed learning, as follows:

The descriptive analysis was conducted using SPSS 25 for Windows to determine the categories of the variables under study, which include self-efficacy, parental involvement, self-determination, and self-directed learning. This means that the researchers likely used descriptive statistics to summarize and understand the characteristics of these variables.

Table 1. Descriptive Analysis Results

Variabel	*Mean*	Min.	Max.	*Std. Deviation*
Self-efficacy	68,26	37	92	9,197
Parental involvement	73,16	32	96	12,103
Self Determination	40,19	23	55	6,240
Learning independence	56	33	73	7,404

Based on the descriptive analysis, self-efficacy has a mean of 68.26, minimum value of 37, and maximum value of 92. Parental involvement has a mean of 73.16, minimum value of 32, and maximum value of 96. Self-determination has a mean of 40.19, minimum value of 23, and a maximum value of 55. Furthermore, learning independence has a mean of 56, minimum value of 33, and maximum value of 73.

These descriptive analysis results are used to calculate the score categories for each variable. The score categories serve to determine the frequency of samples falling into high, moderate, and low categories. The following are the categories for self-efficacy:

Table 2. Self-Efficacy Categories

No	Category	Score Range	Frequency	Percentage %
1.	High	X > 77	71	18%
2.	Moderate	59 ≤ X <77	271	69%
3.	Low	X < 59	48	12 %

Based on the above category table, self-efficacy is categorized as follows: 71 students (18%) fall into the high category, 271 students (69%) fall into the moderate category, and 48 students (12%) fall into the low category. From these results, the majority of students are categorized as having moderate self-efficacy, indicating that the self-efficacy of the students is in the moderate category.

Moving on to the categorization of parental involvement, it is presented in the following table:

Table 3. Parental Involvement Categories

No	Category	Score Range	Frequency	Percentage %
1.	High	X > 85	67	17%
2.	Moderate	61 ≤ X <85	270	69%
3.	Low	X < 59	53	14%

Based on the above category table, parental involvement is categorized as follows: 67 students (17%) are in the high category, 270 students (69%) are in the moderate category, and 53 students (14%) are in the low category. From these results, the majority of students are categorized as having moderate parental involvement, indicating that the level of parental involvement among students is in the moderate category.Next, the categorization of self-determination is presented in the following table:

Table 4. Self-Determination Categories

No	Category	Score Range	Frequency	Percentage %
1.	High	X > 46	67	17%
2.	Moderate	34 ≤ X < 46	266	68%
3.	Low	X < 34	57	15 %

Based on the above category table, self-determination is categorized as follows: 67 students (17%) fall into the high category, 266 students (66%) fall into the moderate category, and 57 students (15%) fall into the low category. From these results, the majority of students are categorized as having moderate self-determination, indicating that the level of self-determination among students is in the moderate category.
Next, the categorization of learning independence is presented in the following table:

Table 5. Learning Independence Categories

No	Kategori	Rentang Skor	Frekuensi	Persentase %
1.	Tinggi	X > 63	67	19%
2.	Sedang	49 ≤ X < 63	266	66%
3.	Rendah	X < 34	57	15 %

Based on the category table above, learning independence is categorized as follows: 67 students (19%) are in the high category, 257 students (66%) are in the moderate category, and 75 students (19%) are in the low category. From these categorizations, the majority of students fall into the moderate category for learning independence, indicating that the level of learning independence among students is categorized as moderate.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov formula in SPSS 25. The results are presented in the following table.

Table 6. Normality Test

N		**390**
Normal Parameter[a,b]	Mean	.0000000
	Std. Deviation	4.83752210
Most Extreme Differences	Absolute	.034
	Positive	.033
	Negative	-.034
Test Statistic		.034
Asymp. Sig. (2-tailed)		.200[c, d]

The table above indicates that the significance value for self-efficacy, parental involvement, self-determination, and learning independence is 0.200. This implies that the four sets of data follow a normal distribution since the significance value is greater than 0.05 (Sig > 0.05).

Heteroskedasticity Test

Heteroskedasticity testing was conducted using the White test, by examining the Chi-Square probability value. If the calculated Chi-Square value is smaller (<) than the tabulated Chi-Square value, using SPSS 25 software. The results are presented in the following table:

Table 7. Heteroskedasticity Test

Model	R	R Squere	Adjusted R Square	Std. Error of the Estimate
1	.606[a]	.368	.353	37.18091

Based on the table above, the value of R is 0.606 and R Square is 0.368. The value of R Square is multiplied by the number of respondents or samples, which is 390, resulting in 390 x 0.368 = 143.3636. The tabulated Chi-Square value is calculated using (df = n-1). The obtained tabulated value is (df = 390-1), which is 394.626. Therefore, the calculated Chi-Square value (143.3636) < tabulated Chi-Square value (394.626), leading to the conclusion that there is no occurrence or the heteroskedasticity test is satisfied. The test results indicate that the residuals have homogeneous variance. Thus, heteroskedasticity is considered to be met.

Multicollinearity test

Multicollinearity testing is carried out by observing the values of the Variance Inflation Factor (VIF) or tolerance for each independent variable. The test results are presented in the following table.

Table 8. Multicollinearity Test

Collinearity Statistics

Model	Tolerance	VIF
Self Efficacy	.748	1.337
Parental involvement	.816	1.225
Self Determination	.735	1.361

Based on the results in the table above, it is observed that self-efficacy, parental involvement, self-determination, and learning independence yield VIF values less than 10 and tolerance values greater than 0.1. Therefore, the independent variables in the regression model are considered not to exhibit multicollinearity. This indicates that multicollinearity is satisfied.

Hypothesis Testing Results

Hypothesis testing was conducted through two tests, namely the partial test and the simultaneous test. The calculations for both tests were performed using SPSS 25 software.

3.1 Simultaneous Hypothesis Testing

Simultaneous hypothesis testing was conducted using the probability of the calculated F statistic, as indicated in the column labeled "sig." in SPSS 25 software. The results of the simultaneous test are presented in the following table.

Table 9. Simultaneous Hypothesis Testing

Variabel Dependen	F Statistik	Sig.
Learning independence	172.716	0.000[b]

Simultaneous hypothesis testing of the correlation between self-efficacy, parental involvement, self-determination, and learning independence yielded an F-test statistic of 172.716 with a significance value of 0.000. The results of this test indicate that the F-test statistic (172.716) is greater than the critical F-value (2.62) or that the significance value is less than 0.05 (0.000 < 0.05). This indicates that there is a significant simultaneous correlation between self-efficacy, parental involvement, and self-determination with learning independence.

Empirical Model of Linear Regression

The empirical linear regression model refers to a statistical analysis approach used to examine the correlation between one or more independent variables (predictors) and a dependent variable (criterion) in the form of a linear equation. This model is utilized to understand the extent to which independent variables can influence or explain variation in the dependent variable. A positive correlation in this model indicates that an increase in the predictor variable is associated with an increase in the criterion variable, while a negative correlation suggests that an increase in the predictor variable is associated with a decrease in the criterion variable (Atmoko, 2022; Field, 2017). The general form of the equation in the linear regression model is as follows:

$$Y = 9.614 + 0.495\ X1 + 0.052\ X2 + 0.219\ X3$$

Table 10. Empirical Model of Linear Regression

Independen	Dependen	Coefficien
(Constan)	Learning independence	9.614
Self Efficacy	Learning independence	.495
Parental involvement	Learning independence	.052
Self Determination	Learning independence	.219

The above estimation indicates the following: (1) Self-efficacy, parental involvement, and self-determination are constant with a value represented by the constant term of 9.614, resulting in learning independence having a value of 9.614. (2) Self-efficacy with a coefficient of 0.495 shows a positive and significant association with learning independence . This suggests that higher self-efficacy is linked to greater learning independence. (3) Parental involvement with a coefficient of 0.052 demonstrates a positive and significant correlation with learning independence . Th is implies that positive parental involvement contributes to increased learning independence. (4) Self-determination with a coefficient of 0.219 indicates a positive correlation with learning independence. This indicates that strong self-determination is associated with improved learning independence. These findings highlight that high self-efficacy, positive parental involvement, and strong self-determination contribute to fostering students' independence in learning.

Based on the correlation between self-efficacy, parental involvement, and self-determination with students' learning independence, it can be concluded that these three factors play a significant role in influencing students' learning independence. The self-efficacy of students has an impact on their ability to learn and achieve goals, which significantly affects students' learning independence. Students with high self-efficacy tend to be more self-reliant in their learning and are better equipped to overcome learning challenges. Therefore, to enhance students' learning independence, attention should be given to factors such as self-efficacy, parental involvement, and self-determination. Students who feel confident, receive support from their parents, and are motivated and capable learners are likely to be more independent and successful in their learning journey.

Partial Hypothesis Test

The results of partial hypothesis testing can be known through the following table:

Table 11. Partial Hypothesis Test

Model		t	Sig.
1	(Constant)	4.483	.000
	Self Efficacy	15.992	.000
	Parental involvement	2.294	.022
	Self Determination	4.764	.000

3.2 The Correlation of Self-Efficacy with Learning Independence

The partial hypothesis testing between self-efficacy and learning independence yielded a t-test statistic of 15.992 with a probability of 0.000. The results of this test indicate that |t-test statistic| > |t-table| (1.966) or probability < level of significance (α = 5%). This indicates that there is a positive and significant correlation between self-efficacy and learning independence.

Students with high self-efficacy tend to have more confidence in their learning abilities and feel capable of achieving their desired goals. This can motivate students to learn more independently, as they feel capable and confident in overcoming challenges. This finding is consistent with a study by Hanifah (2017) which found that self-efficacy has a 67.74% influence on learning independence. This statement is further supported by Kartika (2019), who stated that there is a positive and significant correlation between self-efficacy and learning independence among 11th-grade science students at SMA Kemala Bhayangkari 1, with a correlation coefficient of 0.78 categorized as strong.In connection with these findings, the researcher concludes that students with high self-efficacy tend to be more independent in their learning. These results suggest that strengthening students' self-efficacy can enhance their learning independence.

3.3 Correlation between Parental Involvement and Learning Independence

Partial hypothesis testing between parental involvement and learning independence yielded a t-test statistic of 2.294 with a probability of 0.22. The results of this test indicate that |t-test statistic| > |t-table| (1.966) or probability < level of significance (α = 5%). This suggests that there is a positive and significant correlation between parental involvement and learning independence.

To enhance students' learning independence, it is important for parents to provide appropriate support and guidance based on their children's needs and developmental levels. However, parents may not always be able to be continuously engaged with their adolescent children (Setiyowati et al., 2023). Parental involvement can focus on supporting wise decision-making, providing advice, and facilitating the development of independence and responsibility in children. This can help students feel confident in taking full responsibility for their own learning processes. Parental involvement is crucial for enhancing children's learning independence (Ramadhani et al., 2022).Parental involvement is closely related to students' learning independence. Studies indicate that students with strong parental support and involvement tend to be more independent learners (Bempechat & Shernoff, 2012). Based on this, the researcher concludes that parental involvement in supporting students' learning independence can enhance their academic achievement. This highlights that involving parents can be an effective strategy for improving students' learning independence.

3.4 Relationship between Self-Determination and Learning Independence

Partial hypothesis testing between self-determination and learning independence resulted in a t-test statistic of 4.764 with a probability of 0.000. The results of this test indicate that |t-test statistic| > |t-table| (1.989) or probability < level of significance (α = 5%). This suggests that there is a positive and significant correlation between self-determination and learning independence.

In the context of learning independence, self-determination is highly important as it allows learners to make choices and have options in determining their actions (Mamahit, 2014). Self-determination represents an individual's need to feel in control of their lives and decisions. Research shows that self-determination is positively related to students' learning independence (Reeve et al., 2012). In a school study, researchers found

that students with high levels of self-determination tend to be more independent in their learning. These findings indicate that facilitating the development of self-determination can enhance students' learning independence.

3.5 Results of Effective Contribution Self-Efficacy, Parental Involvement, Self-Determination of Learning Independence

Effective contributions of each independent variable (self-efficacy, parental involvement, self-determination) to learning independence are provided in the following table:

Table 12. Effective Contributions of Each Variable

Variable	Regression Coefficient (BETA)	Correlatin Coefficient	R Square	Effective Contribution
Self-Efficacy	0,615	0,730	57,3%	44%
Pelibatan Orang Tua	0,084	0,373		3%
Self-Determination	0.185	0.501		9%

Based on the table above, it can be explained that the total effective contribution of the independent variables to the dependent variable (R Square) is 57.30%, with a contribution of 44% from self-efficacy to learning independence, a contribution of 3% from parental involvement to learning independence, and a contribution of 9% from self-determination to learning independence. Thus, it can be said that the largest contribution to learning independence comes from self-efficacy.

Self-efficacy, parental involvement, and self-determination all play important roles in determining students' learning independence. Consistent with Zamnah (2017), individuals with high learning independence tend to learn better, effectively monitor, evaluate, and manage their learning, save time in completing their tasks, efficiently organize learning and time, and achieve high scores. Permatasari (2022) showed that self-efficacy has a 59.7% influence on improving learning independence. Students with high self-efficacy are more capable of overcoming learning barriers and are more motivated to achieve their learning goals. They are also better at taking the initiative to choose appropriate learning resources and plan effective learning strategies.

4. CONCLUSION

1. Simultaneously, self-efficacy, parental involvement, and self-determination have a positive and significant correlation with students' self-directed learning. This is evidenced by the simultaneous analysis results, which obtained an F-test value of 172.716 and a significance level of 0.000.
2. Self-efficacy has a positive and significant correlation with students' self-directed learning. This is indicated by the regression analysis results, which obtained a t-test value of 15.992 and a significance level of 0.000.
3. Parental involvement has a positive and significant correlation with students' self-directed learning. This is demonstrated by the regression analysis results, which obtained a t-test value of 2.294 and a significance level of 0.22.
4. Self-determination has a positive and significant correlation with students' self-directed learning. This is revealed by the regression analysis results, which obtained a t-test value of 4.764 and a significance level of 0.000.
5. The total effective contribution of the independent variables to the dependent variable is 57.30% (R Square), with self-efficacy contributing 44%, parental involvement contributing 3%, and self-determination contributing 9% to the variance in self-directed learning.

These findings highlight the significance of self-efficacy, parental involvement, and self-determination in influencing students' self-directed learning. The results underscore the importance of cultivating high self-efficacy, supportive parental involvement, and strong self-determination to enhance students' ability to learn autonomously and succeed in their learning endeavors. Future studies examine at the relations between parental participation, self-determination, and self-efficacy, as well as the correlation between the three independent variables, to better understand the implications on self-directed learning. Cross-sectional or longitudinal study designs could be used for this. Additionally, it might conduct studies that evaluate how

well educational policies and interventions that support parental participation, self-determination, and self-efficacy succeed to encourage self-directed learning. Policy decisions at the institutional and governmental levels could benefit using this data as well.

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