

The Influence of the Role of Parents Through Self-Regulation on the Learning Interest of Elementary School Students

Eling Syhadhata[✉], Eko Handoyo, Amin Yusuf

Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
18 October 2021
Accepted:
21 November 2021
Published:
30 December 2021

Keywords:
Interest to learn,
parental role, Self-
Regulation

Abstract

Self-regulation in elementary school children is very necessary because at this age children often impose their will (desire) by demonstrating the ability to choose, perform and decide something yourself. If the child is familiar with the rules, the child will feel safer, because the child knows which actions are allowed and which are not. The purpose of this study was to examine the effect of parental roles on students' interest in learning and to test how much self-regulation moderates the influence of parental roles on students' interest in learning. This study used a quantitative method. The sample in this study were 65 students from the Raden Said cluster in Kajar Village, Dawe District, Kudus Regency. The results of this study are (1) The role of parents towards their children in learning is quite good. The results of statistical tests obtained p-value of 0.020 (<0.05). It can be concluded that the role of parents has an influence on students' interest in learning; and (2) Self-regulation moderates the effect of the role of parents on students' interest in learning as indicated by changes in the r-square value, where in the first test without involving self-regulation, it is obtained 0.482 or 48.2%, while the r-square value in the second test rose to 0.570 or 57%. The conclusion from the results of this study is that the role of parents is quite good by providing support for children, paying attention to school assignments and lessons, providing additional tutoring outside of school, and shown in parental involvement in school activities.

[✉] Correspondence address:
Jl. Kelud Utara III Semarang 50237
E-mail: syhadhataeling@gmail.com

INTRODUCTION

In the 21st century, there is a rapid development and progress of information and communication technology (ICT). The sophistication of ICT has made the flow of information exchange very fast, and communication seems to be without boundaries, including the educational aspect. Today's students are so familiar with the internet through various gadgets, such as: computers, smartphones, and similar devices. Their life starts from; playing, communicating, socializing, channeling hobbies, and other aspects cannot be separated from internet technology, including in terms of education, which now uses internet technology a lot. In the implementation of daily learning, we often encounter the use of technological developments in the world of education, as is often done by teachers, namely combining technological tools in the learning process.

Currently, there are several information technologies that can be used as learning media, including using e-learning. E-learning is an innovation that can be utilized in the learning process, not only in the delivery of learning materials but also changes in the abilities of various student competencies. Through e-learning, students not only listen to material descriptions from educators but also actively observe, perform, demonstrate, and so on. Currently, educators are required to make an unprecedented mass transfer from face-to-face learning to online education or distance education (Herliandry, 2020). Teaching material can be virtualized in various formats so that it is more interesting and more dynamic so that it can motivate students to go further in the learning process. E-learning is a learning model that utilizes information and communication technology facilities and to support the distance learning process in addition to e-learning there are several other uses of technology that are used to improve the teaching and learning process through distance learning including using communication media such as WhatsApp, Google Classroom, YouTube, as well as a zoom

application that can bring together lecturers and students virtually so that the teaching and learning process can be conveyed properly (Pakpahan & Fitriani 2020).

Through the implementation of this distance learning policy, it is hoped that the world of education will participate in supporting the government in suppressing the spread of covid 19 and the world of education in Indonesia can run even though our country is struggling with the covid 19 pandemic.

In the implementation of distance learning, teachers and students can no longer meet face-to-face. On the other hand, it is parents who have many opportunities to interact directly with their children. The family environment, especially the role of parents, is very important to create a conducive environment. According to Tafonao (2018), the role of parents is the methods used by parents regarding the tasks that must be carried out in raising children. Supervision and guidance of parents at home is absolutely necessary because of the guidance of parents, they can supervise, and know all the shortcomings and difficulties of children in the learning process.

Parents have obligations and duties in guiding their children, so parents are required to be obliged and able to create conditions that are responsible for the educational development of their children. The importance of educational development for children needs to be realized by parents in developing interest in learning. This means that every family also influences the development of a child's interest in learning. Therefore, it is very necessary to have the participation of people around the family to provide encouragement so that children learn actively so that the development of interest in learning increases.

The role of good parents is needed in forming a good personality for children by providing rules and freedom to children. The role of parents is also needed in terms of encouraging children to continue learning not only by giving freedom, parents must also be able to control and discipline children in terms of learning, especially in the era of the covid-19 pandemic, the role of parents in assisting children's success in studying

at home becomes very central (Yulianingsih, 2020). There are several aspects of learning assistance that can be done by parents, as stated by Yulianingsih (2020) in helping children's learning are providing learning facilities, supervising children's learning activities at home, supervising the use of children's study time at home, supervising the difficulties faced by children in learning and helping children in overcoming difficulties in learning.

Children will learn effectively if accompanied by a great or strong interest in the subject being studied. In other words, children's interest in learning affects their learning achievement at school. If children's interest in learning can be increased, it is likely that their achievement will increase. Interest is the basis of children in carrying out activities, when children's interest is high, the results achieved will be optimal (Tafonao, 2018)

How important is the role of parents in developing children's interest in learning, because parents are responsible for carrying out their duties and must be able to encourage and encourage children to grow their interest in learning to achieve better results. The role of parents in providing education to children is influenced by several factors, namely social status, family form, and family development stage factors, and role model factors (Navida, Fakhriyah, & Kironoratri 2021). To educate children, parents must be able to create a calm and conducive atmosphere and conditions.

Researchers conducted research at SD Negeri 03 Kajar which is in Dawe District, Kudus Regency. The results of the initial interview, parents of students argue that online learning, especially in the Covid-19 pandemic situation, makes parents feel safe in getting to learn from teachers and children can learn on their own. The researcher got this statement from the results of interviews with 10 parents of SD Negeri 03 Kajar students, while the results of interviews with fifth grade teachers at SD Negeri 03 Kajar found that students' interest in learning was lacking because 50% of students were late in collecting assignments from the allotted time. not yet orderly in collecting assignments and not having

high enthusiasm in participating in academic and non-academic activities. This is in line with the results of research that has been stated by Widiyanto (2018) that there are a lot of online learning phenomena such as students not participating in learning, not doing the assigned tasks, and students are often late in participating in learning.

Based on the results of initial observations, there is an imbalance between the desired expectations and the resulting reality, where schools that can implement online learning that are going well do not necessarily get the expectations of students with good interest. It is necessary to follow up related to existing problems so that the causal factors that cause this problem arise. Researchers suspect that there are other factors that can affect student interest in learning. After conducting a literature study and studying several theories, the researcher found self-regulation as a moderating variable or a determining variable that affects the learning interest of elementary school students through the role of parents. As the opinion of Pakpahan & Fitriani (2020) that the role of parents is the concentration of psychic energy aimed at an object carried out by the father and mother or guardian of their child in an activity.

Mu'min (2016) said that self-regulation is the ability to control and regulate one's own behavior in order to achieve the goals that were designed from the start. Kirana & Juliartiko (2021) said that self-regulation is a process of bringing oneself towards achieving the goal of becoming a complete human being academically, socially, and existentially.

Self-regulation can be interpreted as self-direction or self-regulation in behavior. Eggen and Kauchak (2015) say that self-regulation in students is the process of using thoughts and actions by students to achieve learning goals. Learning based on self-regulation applies a general model of self-regulation associated with learning in a particular school and subject context. Self-regulation in learning is a process within students that can regulate and manage thoughts, feelings, desires, and determine the actions to be taken (Friskilia & Winata, 2018).

Self-regulation is one of the important factors for students in their learning, where students should be able to set their own study hours, choose activities that can support their achievements, and develop strategies in learning so that they can show that they are able to take responsibility for themselves. (Farah, Suharsono, & Prasetyaningrum, 2019)

Learning based on self-regulation, students are metacognitively active in planning, organizing, self-regulating, self-monitoring, and self-evaluating at various stages in the learning process. Motivationally, students who self-regulate in learning show high self-efficacy, self-attribution, and have an intrinsic interest in learning and show high effort and persistence in learning. Behaviorally, students who learn based on self-regulation will actively choose, structure, and create an environment that can optimize learning, seek advice, seek information, place themselves in situations that allow for learning, and govern themselves. As the opinion of Farah (2019) that one of the important factors that must be considered to achieve good learning outcomes, where students should be able to set their own study hours and so on means that students are able to take responsibility for themselves.

Gestiardi & Maryani (2020) explained that low self-regulation will cause students to be unable to regulate various stimuli so that this inability prevents individuals from forming the right attitude. Students who have self-regulation can motivate themselves to achieve personal goals, plan strategies that will be carried out to achieve these goals, to evaluate the behavior that has been carried out. When students can evaluate their behavior, students can be more responsible for learning to create independence to learn on their own with self-regulation.

The existence of self-regulation in learning will make individuals set goals, evaluate them and make the necessary adaptations so that they support achievement (Ruminta, Tiatri, & Mularsih, 2012). Self-regulation or good self-control will greatly affect the learning process and determine achievement. Self-regulation is a deliberate, planned, cyclical effort in which thoughts, feelings, and actions are managed to

achieve academic goals. Students who have self-regulation in learning are students who are active metacognitively, motivated and behaved in the learning process. Self-regulation in learning is also the ability of metacognitively active individuals who have an urge to learn and actively participate in the learning process. As stated by Herwin (2020) self-regulation is a process of controlling oneself in learning.

Research conducted by Rumanita (2017) found that students who have self-regulation in active learning are more likely to seek help when it is necessary to do so. Students benefit from help-seeking behavior which can improve their ability to master their lessons. This is related to how individuals who have learning self-regulation abilities show the characteristics of setting learning goals, developing knowledge, and increasing motivation and controlling stress so that it does not interfere with the learning process. In addition, students can set their own study hours and determine their goals in learning, meaning that students are able to take responsibility for themselves (Farah, 2019).

Based on the description related to self-regulation, it can be concluded that self-regulation is the ability of humans to regulate their own achievements and actions, set targets for themselves, evaluate, motivate, and reward themselves for achieving the desired goals. Self-regulation is characterized as an active learner, who manages his learning experience efficiently in many ways. In theory, students who learn based on self-regulation have many cognitive and metacognitive strategies that are ready to be used when needed to carry out learning tasks. As stated by Mu'min (2016) that self-regulation is the ability to regulate, control, evaluate, and determine self-reaction to success and failure.

Research conducted by Ruzain, Hastuti, & Putri (2019) states that the results of research on self-regulation of students in class XI MIA MAN 1 Bulukumba are in the medium category, with details there are 10 people (14.08%) in the low category, 48 people (67.61%) in the low category. moderate, and 13 people (18.31%) were in the high category, which means that self-management or self-regulation of learners in

learning is neither too high nor too low. There are two factors that cause low self-regulation of students, namely the lack of self-observation and environmental factors.

Research conducted by Handayani (2016) revealed that the greater the attention of parents of students before following the next lesson will not affect the learning achievement to be achieved. However, if it is followed by a high interest in learning which can maximize the potential of the available resources, which ultimately can result in better learning achievement. From this research, there is no mention in detail about indicators, where the researcher mentions that there is no influence, here the researcher takes the opportunity to be more detailed in explaining the indicators in further research.

Widiyanto (2018) mentions that good education for children means that the family has functioned as a place to educate well. The impact of the role of parents can certainly be felt by children. The function of the family as the successor of culture and character building will advance education both at home and at school.

Azizah, Wahyudin, & Suhandini (2017) showed that there was a positive and significant effect on the implementation of family parenting on the learning achievement of elementary school students and there was a positive and significant effect on the implementation of family parenting and self-regulation as moderating variables on the learning achievement of elementary school students. Justification for the influence of family upbringing on learning achievement is given by the behavioristic theory which states that humans are reactive creatures whose behavior is controlled by external factors. Behavior is learned when individuals interact with the environment through the laws of learning. The family as one of the external factors will have its own parenting style that affects the child's achievement.

Mukaromah, Sugiyo, & Mulawarman (2018) states that self-regulation can be said to be the result of an internal process of planning goals and self-esteem for achievements that have been achieved. Learning is not only controlled by external aspects but is also controlled by self-

regulated internal aspects. Therefore, learning must be understood as an active, constructive, and self-regulated process, so that individuals who learn will get good academic achievements, if they are aware of, are responsible for and know how to study effectively or have self-regulation strategies in learning (self-regulation). regulated learning) is good. Self-regulated learning (SRL) is an activity in which individuals who learn actively, develop, determine learning goals, plan, and monitor, regulate and control cognition, behavioral motivation, and the environment to achieve the goals that have been set. Theoretically, the ability to regulate individual self-regulation in learning (self-regulated learning) has developed well in adolescence.

Self-Regulated Learning (SRL) become an important aspect in the learning process so that it needs to be owned by students in order to overcome challenges (Valle et al., 2008). SRL is an individual process that regulates, improves itself, until it has a goal to be achieved or a target. When the achievement is realized, then there is a process of evaluating the achievement, when the maximum process can be achieved, the individual usually feels satisfaction in himself (Zimmerman, 2002). Students who have a high SRL will try to organize learning activities, control learning behavior, periodically monitor the progress of learning targets, evaluate, and support the resources needed to support achievement.

SRL is determined by three main factors, namely person, behavior, and environment (Davis, Chen, van der Zee, Hauff, & Houben, 2016; Wong et al., 2019). In the formation of the occurrence of SRL, there are three phases of rotation in SRL, namely forethought and planning, performance monitoring, and reflection on performance. reflection, and according. Sulisworo (2020) stated that there are three phases of cycles in SRL, namely forethought and planning, performance monitoring, and reflection on performance.

Long & Alevan (2017), defines SRL as a deliberately planned, cyclical effort in which thoughts, feelings, and actions are managed to achieve the goals to be achieved (Long & Alevan,

2017). Meanwhile, SRL has an awareness of the results of its performance and can plan its level of achievement based on the planned learning performance.

The purpose of this study was to examine the influence of the role of parents on students' interest in learning and to examine how much self-regulation moderated the influence of the role of parents on students' interest in learning.

METHODS

This study uses a quantitative research approach where the research data approach is in the form of numbers and analyzes it using statistics. The research design used was ex-post facto, namely examining causal relationships that were not manipulated or treated. This study will examine the influence of the role of parents through self-regulation on the learning interest of fifth grade students in the Raden Said cluster, Dawe District, Kudus Regency. Each variable was examined with a questionnaire instrument which was then correlated between the independent variable and the dependent variable. Then the moderator/moderating variable is also associated with each variable, so that it can be concluded whether self-regulation influences the relationship between the role of parents on students' interest in learning or not.

The population in this study were all fifth-grade students in the Raden Said cluster consisting of SD Negeri 02 Kajar, SD Negeri 03 Kajar, SD Negeri 01 Kuwukan. The sampling technique in this study uses saturated sampling,

where saturated sampling is a sampling technique when all members of the population are used as samples. The sample used is 65 students. The variables measured consisted of the role of parents, self-regulation, and student interest in learning. The measuring instrument used is a questionnaire, which in the implementation of the research questionnaire was distributed and filled out by students.

The sample in this study were all fifth-grade students in the Raden Said cluster, which consisted of 02 Kajar State Elementary School with 32 students of fifth grade, 03 Kajar's Public Elementary School with 18 fifth grade students, and 01 Kuwukan State Elementary School with a total of 18 students. class V as many as 15 students. So, the total sample in this study was 65 samples.

Indicators of student interest in learning in this study are feelings of pleasure, student involvement, interest, and attention of students. Furthermore, the data collection technique used is a questionnaire. The data analysis technique used in this research is univariate analysis, bivariate analysis, and classical assumption test.

RESULTS AND DISCUSSION

The description of the research implementation can be seen in the image below.

1. Characteristics of Respondents

a) Gender

Characteristics of respondents by gender can be seen in Table 1.

Table 1 Gender of Respondents

Gender	Total	Percentage (%)
Male	22	30
Female	43	70
Total	65	100

Based on Table 1, the respondents in this study consisted of 22 (30%) male students and 43 (70%) female students.

b) Age

Characteristics of respondents based on age can be seen in Table 2 below.

Table 2 Age of Respondents

Age	Total	Percentage (%)
10 years old	21	30
11 years old	44	70
Total	65	100

Table 2 describes the age related to the respondents, namely students at SD Negeri 02 Kajar, SD Negeri 03 Kajar, and SD Negeri 01 Kuwukan. The students turned out to have an average age of 10 to 11 years, children aged 10-11 years did not have optimal self-regulation because they were still at the playing stage and could not

fully think about what was good and bad for themselves.

c) Parental Role

The frequency distribution of the role of parents on students' interest in learning is presented in Table 3 below.

Table 3 Frequency Distribution of Parents' Roles

Parental Role	Total	Percentage (%)
Low	9	14
Medium	51	78
High	5	8
Total	65	100

This can be interpreted that the role of parents towards their children in the learning process can be said to be going well, parents can understand what children need.

d) *Self-Regulation*

Frequency distribution of self-regulation is presented in Table 4 below.

Table 4 Self-Regulatory Frequency Distribution

Self-Regulation	Total	Percentage (%)
Low	7	11
Medium	48	74
High	10	15
Total	65	100

This can be interpreted that most students are able to set the standards and goals set, metacognitive, motivation and self-determined behavior for the success or failure of online learning and the role of parents in fostering interest in learning for better achievement.

e) Interest to learn

The distribution of the frequency of interest in learning is presented in Table 5 below.

Table 5 Distribution of Learning Interest Frequency

Interest to Learn	Total	Percentage (%)
Low	10	15
Medium	38	58
High	17	27
Total	65	100

This can be interpreted that most students have moderate enthusiasm or desire for something to be achieved in terms of doing learning.

2. Hypothesis Test

a) The Influence of the Role of Parents on Students' Interest in Learning

The results of the statistical test obtained that the p-value of online learning was 0.022 (<0.05), meaning that based on statistical tests, if the results were of significance <0.05 , then the role of parents had a positive and significant influence on students' interest in learning. Description of the influence of the role of parents on interest in learning, mostly found in students of moderate category, followed by interest in learning of students with moderate category as many as 28 students (43.1%).

Based on the results of research that has been carried out, it is found that students with parental roles, whether providing learning facilities, supervising children's learning activities at home, supervising the use of children's study time at home, and helping children in overcoming difficulties in learning, are mostly found in the category while as many as 51 students (78%). The description of the data from the results of statistical tests shows that students with the role of people in the moderate category are 51 students (78%) followed by low learning interest as many as 8 students (12.3%), while 28 students (43.1%) and good as many as 15 students (23.1%). Testing on the variables of the role of parents with student interest in learning obtained a p-value of 0.022 (<0.05) which means that the role of parents has an influence on student interest in learning, then H_a is accepted and H_0 is rejected.

Analysis of the results of the questionnaire on the role of parents shows that the role of parents to their children when learning is good, including parents reminding their children when they are lazy to study, accompanying learning, helping explain difficult lessons. Aspects that can be done by parents in helping children's learning are providing learning facilities, supervising children's learning activities at home, supervising the use of children's study time at home, supervising the difficulties faced by children in learning, and helping children in overcoming difficulties in learning. With the role of parents to their children in learning that can be carried out by parents well, it is hoped that the learning process will run well.

The family is the first environment known by the child, in other words, parents could influence the life of a child (Joko & Suminar, 2020). The problem of forming a child's personality is closely related to the understanding held by the family about interest in learning.

Children will learn effectively if accompanied by a great or strong interest in the subject being studied. In other words, children's interest in learning affects their learning achievement at school. If children's interest in learning can be increased, it is likely that their achievement will increase. Thus, interest is the basis of children's learning activities or activities.

How important is the role of parents in developing children's interest in learning, because parents are responsible for carrying out their duties and must be able to encourage and encourage children to grow their interest in learning to achieve better results. In an effort to educate children, parents must be able to create a calm and conducive atmosphere and conditions (Devika, Khafid, & Masturi, 2018).

Given the importance of interest in learning, it is hoped that parents can stay away from negative stimuli to prevent children from doing bad things. With interest, children will get used to learning. Interest in learning means that if someone who is interested in a lesson will have a feeling of interest in the lesson, he will study hard and continue to understand all the knowledge related to the field (Nurhasanah, 2016).

The results of the joint test by correlating online learning using WhatsApp and the role of parents on students' learning interest showed significant results, namely p-value 0.006 (< 0.05) which means that online learning using WhatsApp is going well and is supported by the role good parents will have a more positive and significant influence on students' interest in learning.

The results of this study are in line with the results of Hamida's (2021) research, namely parents have an important role in determining children's education, parents who have a high role will motivate high interest in learning for children. Students' interest in learning cannot be separated from parental support, with support from parents it will trigger students' interest in learning (Diniaty, 2017).

The findings of this study are parents have an important role in influencing children's interest in learning. As the results of research from Luciana (2016) that how important the role of parents in developing children's learning interest is because parents have the responsibility to encourage and encourage children to grow their interest in learning to achieve better results. The results of this study with the results of research proposed by Luciana (2016) are relevant because they both examine the role of parents in children's interest in learning.

b) Self-regulation Moderates the Effect of the Role of Parents on Students' Interest in Learning

The results of the statistical test showed that the R-Square value in the first test without involving self-regulation was 0.482 or 48.2%. While the R-Square value in the second test rose to 0.570 or 57%. It can be concluded that the existence of self-regulation will be able to

strengthen the influence of the role of parents on students' interest in learning.

The results of the research that has been carried out, the results show that the R-Square value in the first test without involving the role of parents is 0.482 or 48.2%. While the R-Square value in the second test rose to 0.570 or 57%. It can be concluded that the role of parents will be able to strengthen students' interest in learning. So that H_a is accepted, and H_o is rejected, namely self-regulation moderates the influence of the role of parents on students' interest in learning.

The results of this study are in line with research conducted by Azizah (2017) that self-regulation has a positive and significant influence on the implementation of self-regulation on the learning achievement of elementary school students, including in the very good category interval, where self-regulation in learning is a conscious effort of students to regulate matters related to their independent learning, so with good self-regulation, a good learning process will occur. The learning process goes well when elementary school students' interest in learning is also good.

Self-regulation in learning is a student's conscious effort to regulate matters related to learning independently, so with good self-regulation and the role of good parents, a good learning process will occur. This is in line with constructivism theory proposed by Vygotsky, where constructivism theory emphasizes students as active learners. Students' active learning will be formed because students can regulate themselves in learning well, in other words Self-regulation in student learning is good.

Interest in learning is influenced by 2 factors, both external and internal. This is supported by Mukaromah (2018) that self-regulation will make students have learning goals and then try to monitor themselves, self-regulate, control cognition, motivation, and behavior. Learning is not only controlled by external aspects but is also controlled by self-regulated internal aspects. Therefore, learning must be understood as an active, constructive, and self-regulated process, so that individuals who learn will get good results, if they are aware, are

responsible and know effective learning strategies or have self-regulated learning strategies (self-regulated). learning) is good. As the results of Kirana's research (2021) which found that individuals who have good self-regulation in learning will be able to empower various SRL strategies, especially cognitive and metacognitive strategies which will produce higher results than individuals who are not able to empower them.

Students who have high self-regulation usually will not experience significant difficulties and complaints during the current online learning period and vice versa. Individuals with high self-regulation are also more likely to use planning, organizational, and self-monitoring strategies than individuals with low self-regulation.

CONCLUSION

Based on the results of the research that has been described, it can be concluded that; (1) The role of parents towards their children in learning is quite good. This is proven by 78% of students in the medium category. The results of statistical tests obtained p-value of 0.020 (<0.05). It can be concluded that the role of parents has an influence on students' interest in learning; and (2) Self-regulation moderates the influence between the role of parents on students' interest in learning as indicated by changes in the r-square value, where in the first test without involving self-regulation it was obtained 0.482 or 48.2%, while the r-square value in the second test rose to 0.570 or 57%.

ACKNOWLEDGMENT

The researcher would like to thank all those who helped in the writing of this article. the principal of the elementary school in the Raden Said cluster, Dawe District, Kudus Regency, and students as research subjects who helped carry out this research.

REFERENCES

- Azizah, FN., Agus, W., & Purwadi, S. (2017). Peran Self-Regulation Dalam Memoderasi Pengaruh Pola Asuh Keluarga dan Lingkungan Sekolah Terhadap Prestasi Belajar Siswa Sekolah Dasar. *Journal of Primary Education Unnes*. 6 (1): 65-70.
- Davis, D., Chen, G., van der Zee, T., Hauff, C., & Houben, G. J. (2016). Retrieval Practice and Study Planning in Moocs: Exploring Classroom-Based Self-Regulated Learning Strategies at Scale. lecture notes in computer science. *Journal 9891 LNCS*: 57–71.
- Devika, W., M, Khafid., & Masturi. (2018). Role of Learning Discipline in Mediating the Influence of Parent's Parenting Towards Student's Learning Achievement. *Journal of Primary Education Unnes*. 7 (2): 155-162.
- Diniaty, A. (2017). Dukungan Orangtua Terhadap Minat Belajar Siswa. *Jurnal Al Taujih*. 3 (1): 90-100.
- Farah, M. (2019). Konsep Diri Dengan Regulasi Diri Dalam Belajar Pada Siswa SMA. *Jurnal Ilmiah Psikologi Terapan*. 7 (2): 171-183.
- Fitriya & Lukmawita. (2016). Hubungan Antara Regulasi Diri dengan Perilaku Prokrastinasi Akademik. *Jurnal Psikologi Islam*. 21 (2): 63-74.
- Friskilla, O. (2018). Regulasi Diri Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*. 3 (1): 36-43.
- Hamida. (2021). Peran Orangtua Dalam Memotivasi Minat Belajar Siswa Kelas IV SD. *Jurnal Mimbar Imu*. 26 (3): 12-19.
- Hamonangan & Widyarto. (2019). Pengaruh Self-Regulated Learning dan Self-Control Terhadap Hasil Belajar Bahasa Indonesia. *Jurnal Dimensi Pendidikan dan Pembelajaran*. 7 (1): 1-5.
- Handayani, S. (2016). Pengaruh Perhatian Orangtua dan Minat Belajar Matematika Terhadap Prestasi Belajar Matematika Siswa. *Jurnal Ilmiah Pendidikan MIPA*. 6 (2): 31-42.
- Hastuti, Y. (2019). Hubungan Belajar Berdasar Regulasi Diri Terhadap Perilaku Menyontek Siswa. *Jurnal Islamika*. 2 (2): 98-109.

- Herliandry, L. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Teknologi Pendidikan*. 22 (1): 65-71.
- Herwin. (2020). Pengaruh Regulasi Diri dan Kedisiplinan Terhadap Kemandirian Belajar Siswa di Sekolah Dasar. *Jurnal Penelitian Ilmu Pendidikan*. 13 (1): 22-30.
- Husna, A. (2017). Regulasi Diri Mahasiswa Berprestasi. *Jurnal Psikologi Universitas Diponegoro*. 2 (3): 12-23.
- Jamun, Y. (2018). Dampak Teknologi Terhadap Pendidikan. *Jurnal Pendidikan dan Kebudayaan Missio*. 10 (1): 48-52.
- Joko, S & Suminar, T. (2020). The Influence of Parenting and Peers on Early Childhood Character. *Journal of Primary Education Unnes*. 9 (4): 429-435.
- Kirana, A. (2021). Self-Regulated Learning dan Stress Akademik Saat Pembelajaran Daring di Masa Pandemi Covid-19 Pada Mahasiswa Universitas X di Jakarta Barat. *Jurnal Psikologi*. 14 (1): 52-61.
- Khunaifah, B. (2021). Implementasi Pembelajaran Daring Dalam Pembentukan Kedisiplinan Siswa. *Jurnal Pendidikan Islam*. 6 (1): 187-196.
- Kurniati, E., Dina, K., & Fitri, A. (2021). Analisis Peran Orangtua Dalam Mendampingi Anak Di Era Pandemi Covid-19. *Jurnal Obsesi*. 5 (1): 241-256.
- Long, Y., & Aleven, V. (2017). Enhancing Learning Outcomes Through Self-Regulated Learning Support with an Open Learner Model. *User Modeling and User-Adapted Interaction*, 27(1), 55–88.
- Luciana. (2016). Hubungan Peranan Orangtua Terhadap Minat Belajar Anak Usia Dini. *Jurnal Bunga Rampai Usia Emas*. 1 (1): 37-44.
- Mukaromah, D. (2018). Keterlibatan Siswa Dalam Pembelajaran Ditinjau dari Efikasi Diri Dan Self-Regulated Learning. *Indonesian Journal of Guidance and Conseling: Theory and Application*. 7 (2): 14-19.
- Mulyadi, S., Rahardjo, W., Basuki, H. A. M., (2016) The Role of Parent-Child Relationship, Self-Esteem, Academic Self-Efficacy to Academic Stress. *Procedia - Social and Behavioral Sciences*. 4 (1): 603-608.
- Mu'min, SA. (2016). Regulasi Diri Dalam Belajar Mahasiswa Yang Bekerja. *Jurnal Al-Ta'dib*. 9 (1): 1-20.
- Novrinda. (2017). Peran Orangtua Dalam Pendidikan Anak Usia Dini Ditinjau dari Latar Belakang Pendidikan. *Jurnal Potensia*. 2 (1): 39-46.
- Nurhasanah, S. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*. 1 (1): 128-135.
- Panadero, E. (2017). A Review of Self-Regulated Learning: Six Models And Four Directions For Research. *Journal Frontiers in Psychology*. 8 (1): 422-431.
- Pangestika, W. N., Manurung, T. (2016). The Relationship of Emotional Quotient and Learning Interest on Learning Results of Student Grade Xi IPA SMA Negeri 2 Pematangsiantar Academic Year 2015/2016. *Jurnal Pelita Pendidikan*. 4 (1): 78-89.
- Pakpahan, R & Yuni, F. (2020). Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh di Tengah Pandemi Covid-19. *Journal of Information System, Applied, Management, Accounting and Research*. 4 (2): 30-36.
- Rumanita, R (2017). Perbedaan Regulasi Diri Belajar Pada Siswa Sekolah Dasar Kelas IV Ditinjau dari Jenis Kelamin. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*. 1 (2): 286-294.
- Safitri & Ilyas. (2020). The Relationship of Self-Regulation with Academic Procrastination Of Students. *Neo Konseling Journal*. 2 (2): 1-7.
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar. *Jurnal Komunikasi Pendidikan*. 2 (2): 103-114.
- Wibowo, N. E., Nashori, H. F., (2017). Self-Regulation and Aggressive Behavior on Male Adolescence. *Jurnal Riset Aktual Psikologi*. 8 (1): 34-41.

- Widiyanto, S. (2017). Pengaruh Metode *Cooperative Script* dan Peran Orangtua Terhadap Prestasi Belajar Bahasa Indonesia. *Jurnal Ilmiah Kependidikan*, 11(1), 4-5
- Wong, J., Baars, M., Davis, D., Van Der Zee, T., Houben, G.-J., & Paas, F. (2019). Supporting Self-Regulated Learning in Online Learning Environments and Moocs: A Systematic Review. *International Journal of Human-Computer Interaction*, 35(4–5), 356–373.
- Yulianingsih. (2020). Keterlibatan Orangtua Dalam Pendampingan Belajar Anak Selama Masa Pandemi Covid-19. *Jurnal Obsesi Pendidikan Anak Usia Dini*. 5 (2): 1138-1150.
- Yulianti, P. (2016). Self-Regulated Learning Siswa Dilihat dari Hasil Belajar. *Jurnal Educatio*. 2 (1): 98-102.
- Yunus, M. (2021). Peran Orangtua Dalam Membimbing Anak Pada Masa Study from Home Selama Pandemi Covid-19. *UrbanGreen Conference Proceeding Library*. 2 (3): 112-114.