



THE INFLUENCE OF LEARNING DISCIPLINE AND LEARNING MOTIVATION ON SELF-REGULATED LEARNING WITH PARENTING PATTERNS AS A MODERATING VARIABLE

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ABSTRACT

This research is motivated by internal factors such as learning discipline and learning motivation also external factors such as parenting patterns that can influence self-regulated learning. This study aims to determine the influence of learning discipline on self-regulated learning, the influence of learning motivation on self-regulated learning, the influence of learning discipline on self-regulated learning with parenting patterns as a moderating variable and the influence of learning motivation on self-regulated learning with parenting patterns as a moderating variable. This type of research is a quantitative research with a survey method. The affordable population used was 143 students with a sample of 105 students. The results of this study indicate that there is an influence of learning discipline on self-regulated learning.

Keywords: Self-regulated learning, discipline learning, motivation learning, parenting patterns

INTRODUCTION

The problem of self-regulated learning will of course be an important thing in the learning process. Self-regulated learning, namely the skills of students working alone to obtain information from any learning source other than the teacher (Ansori et al., 2019). The self-regulated learning of a student's learning can be observed from the factors that can influence it. Internal and external environmental factors will shape and foster student self-regulated learning (Ismanto, 2019). One of the factors that influence self-regulated learning is learning discipline (Sugianto et al., 2020). In the discipline of learning students will try to be obedient, precise and obedient when going through the learning process, for example in doing homework and not being late in submitting assignments. In addition to learning discipline factors, there are also factors of student learning motivation in this internal factor (Rokhman, N., Sukestiyarno, Y., Rochmad, 2021). Apart from internal factors, there are also external factors such as parenting style (Hasan, 2021). In student self-regulated learning, parenting patterns will influence. Usually, if different parenting patterns are carried out for children, then they can also be different the output that will be produced by the child, in this case regarding his self-regulated learning. Based on the observations of researchers at SMK Negeri 40 Jakarta found that student self-regulated learning was still low. This can be proven by the fact that there are still students who rarely record the material explained by the teacher and wait for the teacher to provide learning material first, then when the teacher asks about material that has not been explained, many students are passive because they do not study independently before class begins.

In addition, researchers also found low student discipline when learning, this can be proven by many students who have low initiative in collecting assignments so that many students submit assignments beyond the scheduled deadline. The low self-reliance of student learning and

discipline in learning proves that class XI students have low learning motivation. If students have high motivation, they will certainly try to study independently even though the teacher has not provided learning material or is disciplined in learning, such as being right when submitting assignments. In this case, self-regulated learning, student discipline in learning and motivation that students have, can be ascertained if external factors such as parenting patterns also have an influence. In such case, if someone has a disciplined attitude in learning, it will affect the self-regulated learning. As in Ismanto's research (2019) stated in his research that learning discipline influences self-regulated learning positively and significantly. The higher the learning discipline, the higher the self-regulated learning. Internal factors, namely learning motivation also affect self-regulated learning, this is stated by the results of research from Santoso (2021) stating that motivation has a positive and significant influence on self-regulated learning. External factors, namely parenting patterns also influence student self-regulated learning. As in the research by Mulyawati & Christine (2019) it states that parenting patterns have a significant influence on self-regulated learning. Parenting patterns contribute to student self-regulated learning. In this case, the higher the parenting style, the higher the self-regulated learning. However, it is different from research by Pratiwi (2020) which states that there was no influence of authoritarian parenting and permissive parenting on self-regulated learning, while democratic parenting had an influence on student self-regulated learning.

In this study, the parenting patterns variable will be added as a moderating variable and will increase the scope of research at the East Jakarta State Vocational School. This is because the pattern of parents in educating or guiding their children can affect the development of the child's independence (Pratiwi, 2020). However, the results of the research described above explain that the parenting patterns variable as self-regulated learning is still uncertain.

Based on the presentation of these backgrounds, the formulation of the problems in this study are: 1) whether there is an influence of learning discipline on self-regulated learning, 2) whether there is an influence of learning motivation on self-regulated learning, 3) whether there is an influence of learning discipline on self-regulated learning with parenting patterns as a moderating variable, 4) whether there is an influence of learning motivation on self-regulated learning with parenting patterns as a moderating variable. The purpose of this study was to determine the influence of learning discipline and learning motivation on self-regulated learning with parenting patterns as a moderating variable in class XI students of Financial Accounting at the East Jakarta State Vocational School Institution.

LITERATURE REVIEW

Self-regulated Learning

Self-regulated learning is a learning activity carried out by students without dependence on the help of others, with the progress of developing insights, skills, or learning outcomes, such as; determine and manage their own textbooks, time and place, and use a variety of textbooks as needed (Hidayat et al., 2020). Self-regulated learning is the ability of students to work independently when taking learning information from all learning sources other than the teacher (Ansori et al., 2019). Self-regulated learning is a student's effort to learn on their own initiative, set learning goals, make learning plans, determine learning resources, evaluate learning processes and outcomes, and determine learning activities based on their own needs in order to be successful in learning (Haerani et al., 2020). The ability of students in self-regulated learning with their own initiative without depending on the help of others by determining learning activities based on their own needs in order to succeed in learning. Someone said to have self-regulated learning is to have

a confident attitude, have a sense of responsibility and act on their own initiative (Rokhman, N., Sukestiyarno, Y., Rochmad, 2021) (Amral, 2020) (Hasan, 2021).

Learning Discipline

Learning discipline is a conscious effort to control and regulate behavior and behavior in order to direct rules, codes of ethics, prohibitions and restrictions to bring about changes in behavior in learning (Cahyani, N., & Winata, 2020). Discipline of learning is an activity of social behavior of an individual who follows the rules according to the rules governing the learning process (Elvira et al., 2019). Study discipline is obedience in obeying rules and being able to control yourself so that you always study well in order to get good learning results (Matussolikhah & Rosy, 2021). Based on the several definitions that have been put forward, it can be concluded that learning discipline is the behavior of students who follow rules that are in accordance with the rules governing the learning process in accordance with applicable standards in order to achieve good learning outcomes.

Learning Motivation

In learning activities, motivation is clearly very necessary. There is motivation in a person that encourages him to do something that is in harmony with his own motivation. In learning, the level of success or failure can be seen in the motivation to learn. Learning motivation is what drives students to do something (Fadhilah et al., 2019) (Fadhilah et al., 2019). This motivation can push the person to eventually become an expert in a certain area of knowledge. Learning motivation is all the driving forces inside and outside students that ensure continuity and provide direction in learning activities, then the desired goals are achieved (Olivianti & Yunarta, 2021). According to Uyun (2021), learning motivation is a psychological state that supports students to study seriously, which will later establish a structured and purposeful way for students to learn and choose activities. From some of these opinions, it can be concluded that learning motivation is the power that encourages students both internally and externally to study seriously and focus on the learning process to achieve the best results as a goal.

Parenting Patterns

According to Fatmawati, Ismaya & Setiawan (2021), parenting patterns is a way in which parents pay attention to the treatment and care of their children which can influence the ways, character and knowledge formed by children in the care they do. Parenting is a skill used by parents when teaching and educating children from birth to adolescence to develop their potential and achieve desired goals in accordance with existing social norms (Hendrawan & Hendriana, 2021). According to Anggraeni, et al., (2020), parenting patterns is a parenting model by teaching, caring for and supporting children's physical, emotional and social development. Types of parenting patterns include authoritarian, permissive and democratic parenting patterns. From some of these opinions, it can be concluded that parenting patterns is a model or form where there is interaction between parents and their children in paying attention to treatment, care and guidance that is carried out from birth to adolescence which can influence the behavior of the children they care for so that children can grow, develop their potential and achieve the goals they want.

METHODS

This type of research is quantitative research. The research method used is survey method. Data collection techniques using a questionnaire. The affordable population in this study were students at SMKN 40 Jakarta, SMKN 48 Jakarta and SMKN 50 Jakarta, totaling 143 students using the sampling technique, namely simple random sampling so that the sample totaled 105 students.

RESULTS AND DISCUSSION

On the self-regulated learning variable, data was obtained through a questionnaire given to students as measured by three indicators, namely having initiative, not having dependence on others and having a sense of responsibility. The results of data processing show that students who have a high level of self-regulated learning are 39 students with a percentage of 37.41%, 65 students have a moderate level of self-regulated learning with a percentage of 61.90% and 1 student has a low level of self-regulated learning with a percentage of 0.95%. In addition, based on the calculation of the average score of self-regulated learning indicators, it is known that the indicator of having a sense of responsibility has the highest percentage of 34.24% and the indicator of not having dependence on others has the lowest percentage of 31.68%.

On the learning discipline variable, data was obtained through a questionnaire given to students as measured by three indicators, namely obeying the rules at school, being obedient in doing assignments and being obedient to learning activities at home. The results of data processing showed that 62 students had a high level of learning discipline with a percentage of 59.05%, 43 students had a moderate level of learning discipline with a percentage of 40.95% and no students had low learning discipline. In addition, based on the calculation of the average learning discipline indicator score, it is known that the indicator of complying with the rules at school has the highest percentage of 36.24% and the indicator of compliance with learning activities at home has the lowest percentage of 31.68%.

On the learning motivation variable, data were obtained through a questionnaire given to students as measured by four indicators, namely having a desire to succeed, encouragement and need for learning, interesting learning activities and rewards for learning. The results of data processing showed that 38 students had a high level of learning motivation with a percentage of 36.19%, 67 students had a moderate level of learning motivation with a percentage of 63.81% and no students had a low learning motivation. In addition, based on the calculation of the average score of learning motivation indicators it is known that the indicator of having a desire to succeed has the highest percentage of 26.83% and the indicator of appreciation in learning has the lowest percentage of 23.85%.

On the parenting patterns variable, data were obtained through a questionnaire given to students as measured by three indicators, namely authoritarian, permissive and democratic. Results Data processing showed that 3 students had a high level of parenting with a percentage of 2.86%, 93 students had a moderate level of parenting with a percentage of 88.57% and 9 students had a low level of parenting with a percentage of 8.57%. In addition, based on the calculation of the average parenting pattern indicator score, it is known that the democratic indicator has the highest percentage of 37.26% and the permissive indicator has the lowest percentage of 29.02%.

The influence of learning discipline on student self-regulated learning

Table 1 T-test Learning Discipline and Learning Motivation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.475	3.433		3.925	.000
Learning Discipline	.371	.079	.411	4.709	.000
Learning Motivation	.458	.085	.472	5.408	.000

a. Dependent Variable: Self-regulated Learning

The result of the t test calculation in table 1, for the learning discipline variable (X1) is 4,709 and the result of the t table is 1,983 (df=nk=105-3=102) where the value is 4,709 > 1,983, and the significance value is 0,000 <0.05. Based on data analysis and hypothesis testing that has been carried out in this study, it can be seen that there is an influence of learning discipline on self-regulated learning. In this study, it can be seen that the positive sign of the regression coefficient indicates that if learning discipline increases, student self-regulated learning will increase. The test results are supported by research conducted by Purwaningsih & Herwin (2020), in their research showing that learning discipline has a significant influence on self-regulated learning. This shows the discipline of learning affects the increase and decrease in student self-regulated learning. In addition, research conducted by Ismanto (2019) states that there is a significant influence between learning discipline on student self-regulated learning, which means that the higher the attitude of student learning discipline, the higher the student self-regulated learning, but conversely the lower the student learning discipline attitude, the the lower the self-regulated learning. Then the research conducted by Yuliawan (2020) stated that there is a significant relationship between learning discipline behavior and self-regulated learning. Furthermore, research conducted by Zahrawati et al., (2021) (2021)states that learning discipline affects self-regulated learning. A person who has good discipline will manage his learning well.

In self-regulated learning, learning discipline becomes one of the internal factors that can influence. According (Sugianto et al., 2020) discipline can affect self-regulated learning. Discipline will make students smarter in time management. Students will also understand more about their character. If the student has high learning discipline, then he will have high self-regulated learning as well. Because the student's learning discipline will help the student in self-regulated learning. This is the same as the results of this study which proves that learning discipline affects self-regulated learning.

The influence of learning motivation on student self-regulated learning

The result of the calculation of the t test in table 1, for the learning motivation variable (X2) is 5,408 and the result of the t table is 1,983 (df=nk=105-3=102) where the value is 5,408 > 1,983, and the significance value is 0,000 <0.05. Based on data analysis and hypothesis testing that has been carried out in this study, it can be seen that there is an influence of learning motivation on self-regulated learning. In this study, it can be seen that the positive sign of the regression coefficient indicates that if learning motivation increases, student self-regulated learning will increase. The test results are supported by research conducted by Zanita (2018) in his research showing that there is an influence between learning motivation on student self-regulated learning. The encouragement of learning motivation is able to increase student self-regulated learning, if learning is not based on motivation, it will have an impact on not being enthusiastic about learning.

In addition, research conducted by Saputra et al., (Saputra et al., 2021) states that there is an influence between learning motivation on self-regulated learning. Student self-regulated learning can be realized through high motivation in students which will have an impact on increasing student self-regulated learning.

Then research conducted by Santoso (2021) shows that there is a significant influence between learning motivation and self-regulated learning, where the higher the motivation that exists in oneself will make a person more independent in the learning process. Learning motivation is one of the internal factors that affect self-regulated learning. Djali (2017) suggests that motivation is a psychological condition of a person that supports carrying out certain activities to achieve goals. The role of motivation in learning one's attitude is very large because motivation is needed for reinforcement which is an absolute condition in self-study. In addition, learning motivation is also a condition of students that guides their behavior towards a goal to be achieved through participation when learning (Rokhman, N., Sukestiyarno, Y., Rochmad, 2021) In line with the results of this study, it proves that learning motivation as an internal factor affects self-regulated learning. The existence of student motivation in learning greatly influences the process of learning activities such as student learning independent, both students who have high motivation or low motivation.

The influence of learning discipline on student self-regulated learning with parenting patterns as a moderating variable

Table 2 T-test Learning Discipline*Parenting Patterns

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.211	25.826		1.673	.097
	Learning Discipline	.311	.425	.344	.732	.466
	Parenting Patterns	-.388	.518	-.327	-.750	.455
	Learning Discipline*Parenting Patterns	.008	.008	.604	.924	.358

a. Dependent Variable: Self-regulated Learning

The result of the calculation of the t test in table 2, for the interaction of learning discipline and parenting patterns (X1M) is 0.924 and the result of the t table is 1.983 (df=nk=105-5=100), which is $0.924 < 1.983$ and a significance value of $0.358 > 0.05$. Based on data analysis and testing the hypothesis that has been carried out in this study, it can be seen that there is no influence of learning discipline on self-regulated learning with parenting patterns as a moderating variable or there is no influence between the interaction of learning discipline and parenting patterns (X1M) on self-regulated learning, or parenting patterns variables do not moderate the influence of learning discipline on self-regulated learning. This research is also same as the research conducted by Pratiwi (2020) which found that in this study there was no influence of authoritarian parenting and permissive parenting patterns on self-regulated learning. However, in research conducted by Pratiwi (2020) also found that there was an influence of democratic parenting on student self-regulated learning. This research is also not the same as the research conducted by Muhajang (2021) which shows that there is an influence between parenting patterns on student learning

discipline. The student's learning discipline can be influenced by a good level of parenting for oneself, others at school or outside of school.

The influence of learning motivation on student self-regulated learning with parenting patterns as a moderating variable

Table 3 T-test Learning Motivation*Parenting Patterns

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	24.818	26.110		.951	.344
Learning Motivation	.635	.389	.655	1.630	.106
Parenting Patterns	-.205	.522	-.172	-.392	.696
Learning Motivation*Parenting Patterns	.003	.008	.226	.354	.724

a. Dependent Variable: Self-regulated Learning

The result of the t-test calculation in table 3, for the interaction of learning motivation and parenting (X2M) is 0.354 and the result of the t-table is 1.983 (df=nk=105-5=100), which is 0.354 < 1.983 and a significance value of 0.724 > 0.05. Based on data analysis and hypothesis testing that has been carried out in this study, it can be seen that there is no influence of learning motivation on self-regulated learning with parenting patterns as a moderating variable or there is no influence between the interaction of learning motivation and parenting patterns (X2M) on self-regulated learning, or parenting patterns variables do not moderate the influence of learning motivation on self-regulated learning. This research is also same as the research conducted by Yuliasuti et al., (2020) which states that there is no significant influence between parenting patterns on students' learning motivation. This is because the parenting patterns of the parents is not too direct on the learning aspect, because the parenting patterns is an external factor so that the contribution to the influence of parenting patterns is less than the internal factor. However, the results of this study are not same to the research conducted by Mulyawati & Christine (2019) which shows that there is a significant influence between parenting patterns on self-regulated learning. Which is the higher the parenting patterns, the higher the self-regulated learning. But on the contrary, as low as the parenting patterns is low, the lower the student's self-regulated learning.

CONCLUSION

Based on the description and analysis of the data that has been carried out to test the influence of learning discipline and learning motivation on self-regulated learning with parenting patterns as a moderating variable in class XI Financial Accounting Institutions at SMK Negeri Jakarta Timur, it can be concluded that the level of student self-regulated learning is in the "medium" category. ", student learning discipline in the "high" category, student learning motivation in the "medium" category and parenting patterns in the "medium" category. Thus, based on the results of this study, there is an influence between learning discipline on self-regulated learning. This shows that the

higher the discipline of students, the higher the self-regulated learning. but on the contrary, the lower the learning discipline in students, the lower the student's self-regulated learning, there is an influence between learning motivation on self-regulated learning. This shows that the higher the motivation to learn in students, the higher the independence of learning. But conversely, the lower the learning motivation of students, the lower the student's self-regulated learning, there is no influence between learning discipline on self-regulated learning with parenting patterns as a moderating variable. Parenting patterns has no influence and does not moderate the influence of learning discipline on student self-regulated learning, and there is no influence between learning motivation on self-regulated learning with parenting patterns as a moderating variable.

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