

PARENTING STYLE AS A PREDICTOR OF LEARNING INDEPENDENCE AMONG ELEMENTARY SCHOOL CHILDREN

Ulfy Marsyah¹, Annisa²

^{1,2}Fakultas Sosial dan Bisnis, Universitas Mercubaktijaya

ulfymarsyah7@gmail.com

Annisaa@mercubaktijaya.ac.id

Abstract

This study aimed to examine the influence of parenting style on learning independence among elementary school children. A quantitative approach with a predictive correlational design was employed. The participants consisted of 30 elementary school students selected using purposive sampling. Data were collected through Parenting Style and Learning Independence questionnaires based on a five-point Likert scale. The data were analyzed using descriptive statistics and simple linear regression with the assistance of SPSS software.

The results indicated that parenting style had a positive and significant effect on students' learning independence. The regression analysis showed a correlation coefficient (R) of 0.950, indicating a very strong relationship between parenting style and learning independence. Furthermore, the coefficient of determination (R^2) was 0.902, suggesting that parenting style accounted for 90.2% of the variance in learning independence. These findings imply that children who experience more positive parenting practices tend to demonstrate higher levels of learning independence. Therefore, parents are encouraged to adopt supportive and responsive parenting approaches that promote responsibility, self-discipline, and initiative in learning. This study highlights the important role of family environments in fostering learning independence among elementary school children.

Keywords: *parenting style, learning independence, elementary school, children, parental upbringing.*

INTRODUCTION

Elementary education plays a strategic role in establishing the foundation of students' cognitive, affective, and conative development. During the elementary school years, children undergo a critical transition from a play-oriented stage to an academic environment that requires logical thinking, self-discipline, and responsibility. One of the key determinants of a successful transition is learning independence, commonly referred to as self-regulated learning. According to Zimmerman (2015), self-regulated learning is not merely the ability to study independently; rather, it is a proactive process in which learners regulate their cognition, motivation, and behavior to achieve academic goals. In today's rapidly changing world, where adaptability is increasingly essential, self-regulation has become a critical life skill that enables children to avoid excessive dependence on external guidance and develop lifelong learning competencies.

Despite its importance, empirical evidence indicates a substantial gap between the objectives of educational curricula and students' actual learning behaviors. Many elementary school students demonstrate limited learning initiative, poor time management skills, and a high level of dependence on parental assistance when completing homework assignments. These challenges have become even more pronounced in the digital era, where distractions from electronic devices frequently interfere with children's learning persistence and concentration. Without adequate learning independence, children are more likely to experience difficulties in achieving optimal academic performance and may become increasingly vulnerable to academic anxiety as they progress to higher levels of education (Schunk & Greene, 2018).

The urgency of this study arises from the need to identify the factors that most strongly predict the development of learning independence during childhood. Among these factors, the family environment particularly parenting style has been recognized as the primary social context in which children internalize the values and behaviors associated with self-regulation. Parents not only provide material resources and learning opportunities but also function as psychological architects who shape children's responses to academic challenges and foster adaptive learning behaviors (Bornstein, 2019). This study is grounded in the importance of understanding the predictive relationship between parenting style and learning independence within a small community sample of 30 elementary school students. Specifically, it examines how different parenting styles facilitate the development of responsibility and autonomous learning behaviors in children, an area that has often been overlooked due to the common assumption that independence primarily develops during adolescence.

To address this issue, the present study employs a quantitative approach to systematically assess parenting styles and children's levels of learning independence. By collecting and analyzing data from 30 participants using standardized measurement instruments, the findings are expected to provide empirical evidence for developing practical psychoeducational recommendations for parents. Accordingly, the primary objective of this study is to empirically examine the role of parenting style as a predictor of learning independence among elementary school children and to identify which parenting style contributes most significantly to the development of independent learning.

From a theoretical perspective, the concept of parenting style is based on Baumrind's classical parenting taxonomy, which was further refined by Darling and Steinberg (2017). Parenting style is defined as a constellation of parental attitudes and behaviors that create a particular emotional climate within parent-child interactions. Two primary dimensions characterize parenting behavior: demandingness, referring to parental expectations and behavioral control, and responsiveness, referring to parental warmth, acceptance, and support. The interaction between these dimensions produces four major parenting styles: authoritative (high demandingness and high responsiveness), authoritarian (high demandingness and low responsiveness), permissive (low demandingness and high responsiveness), and neglectful (low demandingness and low responsiveness). Among these, authoritative parenting has consistently been associated with positive developmental outcomes because it combines clear behavioral expectations with respect for children's autonomy (Pinquart, 2016).

Similarly, Pintrich's (2004) theoretical framework conceptualizes learning independence as the integration of metacognitive knowledge including planning, monitoring, and evaluating learning with motivational regulation, such as self-efficacy and goal orientation. When parents adopt an authoritative parenting style, they provide psychological scaffolding that enables children to develop autonomous decision-making skills and gradually assume responsibility for their own learning. In contrast, overly authoritarian parenting tends to suppress children's autonomy, whereas permissive parenting often fails to provide the structure and behavioral guidance necessary for elementary school children to develop self-discipline (Spera, 2021). Consequently, the family parenting climate serves as an important environmental predictor of children's self-regulatory capacity and their ability to become independent learners.

METHODS

This study employed a quantitative approach using a survey method with a predictive correlational research design. A quantitative approach was selected because the study aimed to objectively examine the relationship between parenting style and learning independence among elementary school children using numerical data. The predictive correlational design was adopted to determine the extent to which parenting style predicts variations in children's learning independence. The study population consisted of elementary school students enrolled in Grades 4–6. A total of 30 students were selected through purposive sampling based on the following inclusion criteria: (1) being actively enrolled in elementary school; (2) living with parents or guardians serving as their primary caregivers; (3) being able to understand and complete the research questionnaires with assistance from the researcher or classroom teacher when necessary; and (4) obtaining parental consent to participate in the study. The research was conducted over a one-month period at an elementary school, encompassing instrument preparation, data collection, data processing, and statistical analysis.

The study investigated two variables: parenting style as the independent variable and learning independence as the dependent variable. Parenting style was defined as the pattern of parental interaction, guidance, supervision, and rule-setting implemented in children's daily lives. Operationally, parenting style was measured using the total score obtained from a parenting style questionnaire based on Baumrind's parenting theory, which includes authoritative, authoritarian, and permissive parenting styles. Higher scores indicated more positive parenting practices experienced by the children. Learning independence was defined as students' ability to independently manage and regulate their own learning activities without excessive reliance on assistance from others. Operationally, this variable was measured using the total score from a learning independence questionnaire covering six dimensions: learning initiative, learning discipline, responsibility for academic tasks, time management, self-confidence in learning, and independent problem-solving skills.

The primary research instruments included structured questionnaires, respondent identification forms, writing materials, and a computer equipped with Statistical Package for the Social Sciences (SPSS) version 25 for data analysis. The parenting style questionnaire consisted of 20 items, while the learning independence questionnaire also contained 20 items. Both instruments employed a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Prior

to data collection, the instruments underwent content validity assessment through expert judgment and reliability testing using Cronbach's Alpha coefficient, with an alpha value of 0.70 or higher considered acceptable. Data were collected by administering the questionnaires directly to the participants at school under the supervision of both the classroom teacher and the researcher. Participants were instructed to carefully read each statement and select the response that best reflected their actual experiences. Upon completion, all questionnaires were checked for completeness, coded, and entered into the SPSS database for subsequent statistical analysis.

The data analysis consisted of descriptive and inferential statistical analyses. Descriptive statistics were used to summarize respondents' characteristics and to describe the distribution of parenting style and learning independence scores through the calculation of minimum values, maximum values, means, and standard deviations. Inferential analysis was performed using simple linear regression to examine the predictive effect of parenting style on learning independence among elementary school children. Prior to regression analysis, the assumptions of normality and linearity were assessed using the Kolmogorov–Smirnov test and the Test for Linearity, respectively. Hypothesis testing was conducted at a 5% significance level ($\alpha = 0.05$). The research hypothesis was accepted when the significance value (p) was less than 0.05, indicating that parenting style had a statistically significant effect on children's learning independence. The magnitude of the predictive contribution of parenting style was determined using the coefficient of determination (R^2).

RESULTS AND DISCUSSION

The findings obtained from the study involving 30 elementary school students indicate that both parenting style and learning independence were generally classified within the moderate to high categories. Descriptive statistical analysis showed that the mean score for parenting style was 69.03, with scores ranging from 55 to 83. Meanwhile, the mean score for learning independence was 71.07, with a score range of 57 to 86. These findings suggest that most participants experienced relatively positive parenting practices and demonstrated a relatively high level of learning independence. Prior to hypothesis testing, the assumptions of normality and linearity were examined. The results confirmed that the data were normally distributed and that the relationship between parenting style and learning independence was linear, thereby satisfying the assumptions required for simple linear regression analysis.

The results of the simple linear regression analysis revealed that parenting style had a significant positive effect on the learning independence of elementary school children. The correlation coefficient ($R = 0.95$) indicated a very strong positive relationship between parenting style and learning independence. Furthermore, the coefficient of determination ($R^2 = 0.90$) showed that 90% of the variance in children's learning independence could be explained by parenting style, whereas the remaining 10% was attributable to other factors not examined in this study. The significance test yielded a p -value below 0.05, indicating that the research hypothesis was supported. These findings demonstrate that parenting style is a significant predictor of learning

independence among elementary school children. In other words, the more positive the parenting practices experienced by children, the higher their level of learning independence.

The present findings highlight the crucial role of parenting in shaping children's learning behaviors. Children who experience warm, supportive, and appropriately supervised parenting are more likely to regulate their learning activities independently, complete academic tasks without continuous external guidance, and demonstrate greater responsibility for their own learning process. These findings emphasize that the family environment serves as the primary foundation for the development of children's learning attitudes and habits. Through effective parenting practices, parents not only provide emotional support but also facilitate the development of self-control, discipline, and responsibility, all of which are fundamental components of self-regulated learning.

The findings are consistent with Baumrind's parenting theory, which identifies authoritative parenting as the most effective parenting style for promoting healthy child development. This parenting style is characterized by an appropriate balance between parental control and autonomy support, enabling children to develop decision-making skills while accepting responsibility for the consequences of their actions. Within the educational context, children raised under authoritative parenting tend to exhibit greater self-confidence, stronger academic motivation, and higher levels of learning independence. Conversely, excessively authoritarian parenting may restrict children's opportunities to develop autonomy because parents retain excessive control over decision-making. Likewise, overly permissive parenting often fails to provide the structure and behavioral guidance necessary for children to develop discipline and responsibility in their learning activities.

The substantial contribution of parenting style to learning independence observed in this study underscores the importance of parental involvement in supporting children's educational success. Nevertheless, learning independence is also influenced by other factors that were beyond the scope of the present study, including intrinsic motivation, the school environment, teacher support, family socioeconomic status, and peer influence. Therefore, future research is recommended to incorporate these additional variables to obtain a more comprehensive understanding of the determinants of learning independence among elementary school children. Overall, the findings confirm that positive parenting practices play a pivotal role in fostering children's learning independence. Accordingly, parents should provide consistent support, appropriate guidance, and meaningful opportunities for children to develop into autonomous and self-directed learners.

Table 1. Descriptive Statistics of the Research Variables (N = 30)

Variabel	Minimum	Maximum	Mean	Standard Deviation (SD)
Parenting Style	55	83	69,03	8,44
Learning Independence	57	86	71,07	8,50

Conclusion

Based on the findings of this study, it can be concluded that parenting style has a positive and statistically significant effect on learning independence among elementary school children. The results of the regression analysis indicate that parenting style is a strong predictor of children's learning independence. Specifically, the more positive the parenting style—particularly one that balances emotional support, appropriate supervision, and opportunities for children to make their own decisions the higher the level of learning independence demonstrated by the child.

The findings emphasize the crucial role of parents in fostering children's ability to regulate their learning activities, complete academic tasks independently, take initiative in learning, and assume responsibility for their own learning process. Warm, responsive, and appropriately supportive parenting provides an environment that promotes children's self-confidence, self-discipline, and capacity for independent learning.

Therefore, enhancing learning independence among elementary school children should not be viewed solely as the responsibility of schools but also requires active parental involvement in adopting parenting practices that support children's overall development. Future studies are recommended to include larger and more diverse samples and to examine additional factors that may influence children's learning independence, such as learning motivation, the school environment, teacher support, family socioeconomic status, and peer influence.

Acknowledgments

The authors express their sincere gratitude to Almighty God for His blessings and guidance, which made the completion of this research and the preparation of the article entitled "Parenting Style as a Predictor of Learning Independence among Elementary School Children" possible.

The authors would also like to extend their deepest appreciation to all individuals and institutions that provided valuable support, assistance, and contributions throughout the research process. Special thanks are addressed to the participating elementary school for granting permission and facilitating the implementation of this study. The authors are also grateful to the students who voluntarily participated as research respondents and to their parents or guardians for providing consent and support during the data collection process.

Furthermore, the authors sincerely appreciate the guidance and constructive feedback provided by their academic supervisors, colleagues, and all parties who contributed to the completion of this manuscript. It is hoped that the findings of this study will contribute to the advancement of knowledge, particularly in the fields of education and developmental psychology, and serve as a useful reference for future research and educational practice.

DAFTAR PUSTAKA

- Bornstein, M. H. (2019). *Handbook of parenting: Volume 4: Social conditions and applied parenting* (3rd ed.). Routledge.
- Darling, N., & Steinberg, L. (2017). Parenting style as context: An integrative model. In *Child Development: Critical Concepts in Psychology* (pp. 120–135). Routledge.
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385–407. <https://doi.org/10.1007/s10648-004-0006-x>
- Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement in children and adolescents: A meta-analysis. *Educational Psychological Review*, 28(3), 475–493. <https://doi.org/10.1007/s10648-015-9338-y>
- Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (2001). The Parenting Styles and Dimensions Questionnaire (PSDQ). In B. F. Perlmutter, J. Touliatos, & G. W. Holden (Eds.), *Handbook of family measurement techniques: Vol. 3. Instruments and index* (pp. 319–321). Sage.
- Schunk, D. H., & Greene, J. A. (Eds.). (2018). *Handbook of self-regulation of learning and performance* (2nd ed.). Routledge.
- Spera, C. (2021). A review of the relationship between parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, 17(2), 125–146. <https://doi.org/10.1007/s10648-020-09554-1>
- Zimmerman, B. J. (2015). Self-regulated learning: Theories, measures, and outcomes. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., Vol. 21, pp. 541–546). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.26060-1>