

# THE INFLUENCE OF PARENTAL SOCIAL SUPPORT AND STUDENT LEARNING MOTIVATION ON SELF REGULATED LEARNING STUDENTS OF JABAL NOOR DELI SERDANG SMP IT SCHOOL

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## Abstract

This research aims to determine the influence of parental social support and student learning motivation on Self Regulated Learning of Jabal Noor Deli Serdang IT Middle School students, with a population of 300 students. The research sample consisted of 106 students. The method used in this study is a quantitative method with a sampling technique using the Random Sampling Technique. The instrument used is a Likert scale model questionnaire. The data collection technique uses three scales consisting of Parents' Social Support, Learning Motivation, and Self Regulated Learning scales. The analysis technique used is Multiple Regression. Based on the research results, it was concluded that: 1) there is a significant positive relationship between parental social support and Self Regulated Learning with a t coefficient of 2,654 with  $p < 0.05$ , and the correlation coefficient ( $r_{x1y}$ ) is 0.230 with  $p < 0.05$ . 2) There is a significant positive relationship between student learning motivation and Self Regulated Learning with a t coefficient of 6,493 with  $p < 0.05$ , with a correlation coefficient ( $r_{x2y}$ ) of 0.531 with  $p < 0.05$ . 3) There is a significant positive relationship between parental support and student learning motivation with Self Regulated Learning with a coefficient  $F_{reg} = 25.141$  with  $p < 0.05$ , and a correlation coefficient  $R = 0.573$  with  $p < 0.05$  and  $R^2 = 0.328$  with a contribution of 31.5% . These results indicate that there is still 68.5% contribution from other factors that can influence Self Regulated Learning. From these results it can be said that the higher the parental support and learning motivation, the higher Self Regulated Learning,

**Keywords:** *Parental Support, Learning Motivation, Self Regulated Learning*

## 1. INTRODUCTION

Education is very important because it is an initial process of forming the foundation for a better life. Education is a strategic institution in determining the future of the nation. The strategic position of this education is because education directly touches or directly concerns humans as agents of change. Through business education, cognitive, affective and conative development is carried out to form reliable human resources. Efforts to build superior human resources in students are generally carried out through increasing motivation and social support, especially families. Quality education is very necessary for humans in the era of globalization. School is an educational institution where a student develops, through a learning process from time to time that aims to develop himself from the outside and inside. Learning is a process that consists of input, process and output, so that individuals can optimize the potential that is within them and achieve the goals they aspire to and be better prepared to face the challenges of globalization in the future. In implementing a process of learning activities at school, it will be effective if each student applies self-regulated learning. The self-regulated learning that a student has really depends on how far the student can learn independently. Most students have not implemented learning patterns well or are still not using self-regulated learning. Most learning activities are carried out by students without good planning, without monitoring or evaluation in the learning process. Self-regulated learning is

an approach that integrates many things about effective learning, such as: knowledge, motivation, and self-discipline or volition (self-will) which are important factors that can influence student learning outcomes.

*Self regulated learning* In Indonesian terms it is called "self-management in learning" which is a strategy in learning. According to Mulyadi, S. et al (2016) Self-regulated learning is a metacognition process that regulates the planning, monitoring and evaluation processes in learning activities. This process is based on self-efficacy beliefs and a commitment to achieving learning goals or academic tasks, so that learning objectives, namely mastery, knowledge and skills can be achieved. Students who have self-regulated learning can manage their learning methods and attitudes which include time management related to all learning activities both at home and at school. *Self-regulated learning* can improve the learning process because it involves students' own initiative, such as their willingness to learn, having responsibility in the learning process, and solving problems in the learning process. Self-regulated learning is the initial capital and ability that exists within students to start learning, to start something, and to convey something. If students always process it and get used to self-regulated learning, students can become more optimal in achieving the maximum learning process so that learning goals can be achieved. Self regulated learning is the ability of students to regulate themselves in the learning process. According to Santrock (2009), self-regulated learning consists of self-generation and self-monitoring of thoughts, feelings and behavior with the aim of achieving targets.

Based on some of the results of interviews with students and homeroom teachers at Jabal Noor Sunggal IT Middle School, This research focuses on internal factors, namely learning motivation and external factors that influence self-regulated learning, namely parental social support. It is assumed that if a person has high learning motivation, students' self-regulated learning is also high. If a person gets high emotional, appreciative, instrumental and informative parental social support, he will be able to complete his assignments well, feel valued so that his self-confidence increases, he will also receive adequate facilities as advice and infrastructure for completing assignments, and gain knowledge. and attention.

Based on this, the purpose of this research is to find out:

- a. To find out the effect of parental social support on students' self regulated learning at SMP IT Jabal Noor Deli Serdang?
- b. To determine the effect of learning motivation on self-regulated learning of SMP IT Jabal Noor Deli Serdang students?
- c. To determine the effect of parental social support and learning motivation on self-regulated learning for students of SMP IT Jabal Noor Deli Serdang?

## 2. RESEARCH METHOD

This type of research uses a survey approach, the identification of research variables consists of The dependent variable is Self Regulated Learning (Y) while the independent variable is Parental Social Support (X1) and Learning Motivation (X2). Operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. The population is 300 students, the total number of which consists of objects or subjects that have certain characteristics and qualities determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 106 samples were taken based on random sampling techniques. The data collection method is obtained through a scale instrument. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Self Regulated Learning scale, Parental Social Support and Learning Motivation.

### 3. RESULTS AND DISCUSSION

This research uses multiple linear regression statistical techniques. Multiple linear regression is a regression in which the dependent variable is connected or explained by more than one independent variable but still shows a linear relationship. Multiple regression analysis is used to predict how the condition of the dependent variable is when two or more independent variables as predictors are manipulated. Before the collected data is analyzed using multiple regression analysis techniques, assumption tests are first carried out which include normality tests and linearity tests.

#### 3.1. Test Normality

The distribution normality test was analyzed using the research data normality test using the Kolmogorov-Smirnov technique. From the results of the normality assumption test for the distribution of dependent self-regulated learning variable data, the independent variables of parental social support and learning motivation show that the distribution of data is normally distributed. Here's the explanation;

##### a. Self Regulated Learning Normality Assumption Test

From the results of the normality assumption test for the distribution of self-regulated learning data, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.066 with  $p = 0.200$  or  $p > 0.05$ . Complete normality test results can be seen in the following table:

**Table of normality test results for self-regulated learning data distribution**

Tests of Normality			Kolmogorov-Smirnova			Shapiro-Wilk		
			stics	df	Sig.	stics	df	Sig.
Y	Self	Regulated	.066	106	.200	.989	106	.582
Learning					*			

\*. This is a lower bound of the true significance.

##### a. Lilliefors Significance Correction

##### b. Test of the Normality Assumption of Parental Social Support

From the results of the normality assumption test for the distribution of parents' social support data, it is known that the data distribution is normally distributed. This is known from the Kolmogorov-Smirnov normality test coefficient of 0.086 with  $p = 0.053$  or  $p > 0.05$ , the results of the normality test calculation can be seen in the following table:

**Table of normality test results for distribution of parental social support data**

Tests of Normality			Kolmogorov-Smirnova			Shapiro-Wilk		
			stics	df	Sig.	stics	df	Sig.
X1	Parental	Social	.086	106	.053	.978	106	.072
Support								

##### a. Lilliefors Significance Correction

##### c. Test the Assumption of Normality of Learning Motivation

From the results of the normality assumption test on the distribution of learning motivation data, it is known that the data is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.080 with  $p = 0.094$  or  $p > 0.05$ , the normality test calculation results can be seen in the following table:

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**Table of normality test results for the distribution of learning motivation data**  
**Tests of Normality**

	stics	Kolmogorov-Smirnova			stics	Shapiro-Wilk		
		Stati	df	Sig.		Stati	df	Sig.
X2 Learning Motivation		.080	106	.094		.975	106	.042

a. Lilliefors Significance Correction

Furthermore, a summary of the results of the normality test of the three variables in this study can be seen in the following table.

**Summary Table of Normality Test Results**

Variable	Kolmogorov-Smirnov	P (Significance)	Information
Self Regulated Learning	0.066	0.200	Normal
Parental Social Support	0.086	0.053	Normal
Motivation to learn	0.080	0.094	Normal

**Linearity Test**

The linearity test is intended to determine the degree of linearity of the independent variable and the dependent variable. That is, does parental social support and learning motivation affect self-regulated learning inJabal Noor IT Middle School Deli Serdang.From the results of the linearity test between the variable parental social support and self-regulated learning, it is known that there is a linear correlation between the variable parental social support and self-regulated learning. This is shown by the linearity coefficient  $F = 6,530$  with  $p < 0.05$ , the complete calculation results can be seen in the following table:

**Table of linearity test results for the Self Regulated Learning variable with Parental Social Support**

**ANOVA Table**

				Sum of Squares	df	Mean Square	F	Sig.
Y Self Regulated Learning * X1 Parental Social Support	Between Groups	(Combined)		8402.162	42	200,051	1,435	.096
		Linearity		910.630	1	910.630	6,530	.013
		Deviation from Linearity		7491.532	41	182,720	1310	.165
	Within Groups			8785.800	63	139,457		
	Total			17187.962	105			

a. From the results of the linearity test between the learning motivation variable and self-regulated learning, it is known that between the learning motivation variable and self-regulated learning

there is a linear correlation. This is indicated by the linearity coefficient  $F = 39.061$  with  $p < 0.05$ , the complete calculation results can be seen in the following table:

**Table 4.9. The results of the self-regulated learning linearity test with learning motivation**

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
Y Self Regulated Learning * X2 Learning Motivation	Between Groups	(Combined)		7506299	27	278011	2,240	.003
		Linearity		4848439	1	4848439	39,061	.000
		Deviation from Linearity		2657.860	26	102.225	.824	.705
	Within Groups			9681.663	78	124.124		
	Total			17187.962	105			

**Table 4.10 Summary of Linearity Test Results**

AL	CORRELATION	F	P	INFORMATIO
	X1 – Y	6,530	0.013	N LINEAR
	X2 – Y	39,061	0.000	LINEAR

Information :

- X1 = Parental Social Support
- X2 = Motivation to learn
- Y = *Self Regulated Learning*
- F = Coefficient Linearity
- p = Significance of Linearity

### 3.2. Hypothesis Test Results

In detail, the hypothesis test can be seen in the following explanation:

- **First Hypothesis: The Influence of Parental Social Support on Self-Regulated Learning**

From the results of statistical analysis it was found that there was the influence of parental social support on self-regulated learning. This is indicated by the t coefficient of 2.654 with  $p < 0.05$ , and the  $r_{x1y}$  correlation coefficient of 0.230 with  $p < 0.05$ . It can be concluded that parental social support influences student self-regulated learning, and the greater parental social support, the more self-regulated learning it will increase.

- **Second Hypothesis: The Influence of Learning Motivation on Self-Regulated Learning**

From the results of statistical analysis it was found that there was an effect of motivation to learn with self-regulated learning. This is indicated by the t coefficient of 6.493 with  $p < 0.05$ , with a correlation coefficient  $r_{x2y}$  of 0.531 with  $p < 0.05$ . It can be concluded that students' learning motivation has an effect on their self-regulated learning, the higher the learning motivation will further improve students' self-regulated learning. The results of the complete calculation of the data analysis can be seen in Tables 7 and 8.

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Table of results of the calculation of the data analysis of the magnitude of the influence of the independent variables

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error	Betas			Zero-order	partial	part
1	(Constant)	1,751	9,542		,184	,855		
	X1 Parental Social Support	.221	.083	.214	2,654	,009	.230	.253
	X2 Learning Motivation	1,041	.160	.525	6,493	.000	.531	.539

a. Dependent Variable: Y Self Regulated Learning

Table of results for calculating the correlation between the independent and dependent variables  
Correlations

	Y Self Regulated Learning	X1 Parental Social Support	X2 Learning Motivation
Pearson Correlation	1,000	.230	.531
	X1 Parental Social Support	1,000	.030
	X2 Learning Motivation	.531	1,000
Sig. (1-tailed)	.	,009	.000
	X1 Parental Social Support	.	.380
	X2 Learning Motivation	.000	.
N	106	106	106
	X1 Parental Social Support	106	106
	X2 Learning Motivation	106	106

• **Third Hypothesis: The Influence of Parental Social Support and Learning Motivation with Self-Regulated Learning**

From the results of statistical analysis, it was found that there is an influence of parental social support and learning motivation with self-regulated learning. This is indicated by the coefficient  $F_{reg} = 25.141$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.573$  with  $p < 0.05$  and  $R^2 = 0.328$ . Thus it can be concluded that parental social support and learning motivation both influence self-regulated learning, and the contribution of both in bringing about self-regulated learning is 31.5%.



### Summary models

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.573a	.328	.315	10.58930	.328	25,141	2	103	.000

a. Predictors: (Constant), X2 Learning Motivation, X1 Parental Social Support

### ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5638231	2	2819.116	25,141	.000b
	Residual	11549.731	103	112.133		
	Total	17187.962	105			

a. Dependent Variable: Y Self Regulated Learning

b. Predictors: (Constant), X2 Learning Motivation, X1 Parental Social Support

- Hypothetical Mean and Empirical Mean Analysis.**

In table 4.6, the calculation of the hypothetical mean and empirical mean for each variable involved in this research is presented.

### Table of Calculation of Hypothetical and Empirical Means of Research Variables

Variable	ELEMENTARY SCHOOL	AVERAGE VALUE Empirical Hypothesis	Information
PARENTAL SOCIAL SUPPORT	12.38	45 46.2	Medium/normal
MOTIVATION TO LEARN	6.45	42 54.8	Tall
SELF REGULATED LEARNING	12.79	60 69.01	Medium/normal

### 3.3. Discussion

#### Hypothesis 1: YesThe Influence between Parental Social Support and Self-Regulated Learning

Based on the research results, it shows that the hypothesis existsThe influence between parental social support and self-regulated learning is accepted. This is shown by the t coefficient of 2.654 with  $p < 0.05$ , and the correlation coefficient  $r_{xy}$  of 0.230 with  $p < 0.05$ , thus it can be concluded that there is a significant influence of parental social support on self regulated learning. From these results it can be concluded that the greater the social support of parents, the more self-regulated learning will increase. The influence of social support itself plays an important role in shaping students' self-regulated learning abilities. Support from people closest to the individual will influence self-regulated learning in the existing learning process. Social support takes the form of emotional support, support that comes from people closest to the individual. Social support is support that a person receives from other people (Sarafino, 2006). Meanwhile, according to Johnson & Johnson (in Azmi, 2016), social support comes from important people who are close to the individual or can be called significant

others. This support comes from the help of family, friends, and teachers which can influence self-regulated learning in the learning process.

#### **Hypothesis 2: YesThe influence between learning motivation and self-regulated learning**

The results of this research found that there is the influence of learning motivation with self-regulated learning, which is shown by the t coefficient of 6.493 with  $p < 0.05$ , and the correlation coefficient  $r_{xy}$  of 0.531 with  $p < 0.05$ . These findings illustrate that learning motivation influences self-regulated learning. From the results of this data analysis, it can be concluded that the higher the learning motivation, the more self-regulated learning will increase. According to Pintrich et al (in Darmayanti, 2008) the topics of self-regulation are closely related to motivation. Students who are motivated to achieve goals will engage in self-regulation activities that they believe can help them, for example memorizing the material being studied and clarifying information that is not clear. This means that an increase in motivation is assumed to increase the willingness to learn which will direct a person's independent learning ability and then help that person to excel. This is also in line with what has been stated by According to Stone, Schunk & Swartz (Cobb, 2003) self-regulated learning, is influenced by three main factors, namely self-confidence (self-efficacy), motivation and goals. In this case Sadirman (2018) explains that the role of motivation is very important and gives enthusiasm in learning because it is a condition that exists in a person where there is an urge to do something to achieve learning goals. When an individual is motivated, that person already has a plan and learning goals.

#### **Hypothesis 3: There is an influence between parental social support and learning motivation with self-regulated learning**

The results of this research found that there is the influence between parents' social support and learning motivation with self-regulated learning, as shown by the Freg coefficient of 25.141 with  $p < 0.05$ ; In other words, parents' social support and learning motivation together influence self-regulated learning. In addition, it is also known that the correlation between parental social support and learning motivation with self-regulated learning is  $R = 0.573$  with  $p < 0.05$  and  $R^2 = 0.328$ , this means that parental social support and learning motivation contribute to self-regulated learning is 31.5%. There are 69.5% other factors that can influence self-regulated learning apart from parental social support and learning motivation. In carrying out activities and learning processes both when studying formal education at school and non-formal education at home, motivation is needed to encourage and increase enthusiasm and maximize the results of these learning activities and processes. Motivation plays an important role in providing passion or enthusiasm for learning. In learning activities motivation can be interpreted as encouragement both from within and from outside the individual that moves the individual to direct and channel behavior, attitudes, actions so that the individual is encouraged to act to do something so that he can achieve certain goals according to his needs.

### **3.4. Limitations of research**

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. It's just that in practice, researchers realize this research is not free from limitations. The following are some of the limitations of the research that the researcher will describe:

1. The variables studied in this study as independent variables are only two variables, of course there are many other variables that can be studied related to with self-regulated learning so that by examining several variables that have not been studied in this study it can further strengthen the understanding of practitioners in the field of education.



2. This research was only conducted in one school, of course it cannot guarantee student self-regulated learning on a regional scale, because each school certainly has a different school culture or climate and school infrastructure facilities. Therefore, it is necessary to carry out more in-depth research with a wider range.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various mistakes both in terms of data collection, data analysis, discussion and drawing conclusions for this research.

#### 4. CONCLUSION

Based on the results of research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1. There is The influence between parental social support and self-regulated learning. From the results of statistical analysis, it was found that the t coefficient was 2.654 with  $p < 0.05$  and the correlation coefficient  $r_{x1y}$  was 0.230 with  $p < 0.05$ , this means that the size of parental social support will be able to influence the level of student self-regulated learning.
2. There is influence between learning motivation and self-regulated learning. From the results of statistical analysis, it was found that the t coefficient was 6.493 with  $p < 0.05$ , and the  $r_{x2y}$  correlation coefficient was 0.531 with  $p < 0.05$ , thus it can be concluded that the level of learning motivation possessed by students will be able to increase or decrease students' self-regulated learning.
3. There is an influence between parental social support and learning motivation with self-regulated learning. From the results of statistical analysis it was found that the coefficient  $F_{reg} = 25.141$  with  $p < 0.05$ , and the correlation coefficient  $R = 0.573$  with  $p < 0.05$  and  $R^2 = 0.328$ . Thus it can be concluded that parents' social support and learning motivation simultaneously influence self-regulated learning, the contribution of both in increasing self-regulated learning is 32.8%. There are 67.2% other factors or variables that can influence students' self-regulated learning.

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