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## THE INFLUENCE OF PARENTING STYLES ON STUDENTS' LEARNING INDEPENDENCE IN GRADE IX AT MTS AL-WASHLIYAH MEDAN KRIO

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### Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya peran pola asuh dalam membentuk kemandirian belajar siswa. Kemandirian belajar merupakan salah satu faktor penting dalam menunjang keberhasilan proses pembelajaran, yang dipengaruhi oleh pola pengasuhan orang tua di lingkungan keluarga. Penelitian ini bertujuan untuk menganalisis pengaruh pola asuh terhadap kemandirian belajar siswa. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain penelitian asosiatif. Populasi dalam penelitian ini berjumlah 30 responden, dan seluruh populasi dijadikan sampel penelitian dengan teknik *total sampling*. Pengumpulan data dilakukan melalui penyebaran kuesioner, sedangkan analisis data menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa pola asuh berpengaruh positif dan signifikan terhadap kemandirian belajar siswa. Nilai koefisien determinasi (*R Square*) sebesar 0,541 menunjukkan bahwa pola asuh memberikan kontribusi sebesar 54,1% terhadap kemandirian belajar siswa, sementara sisanya sebesar 45,9% dipengaruhi oleh faktor lain di luar penelitian. Uji *t* menunjukkan nilai signifikansi di bawah 0,05 sehingga hipotesis penelitian diterima. Kesimpulan dari penelitian ini adalah bahwa pola asuh memiliki peran penting dalam meningkatkan kemandirian belajar siswa, sehingga diperlukan perhatian dan keterlibatan orang tua dalam menerapkan pola pengasuhan yang mendukung perkembangan belajar anak.

**Kata Kunci:** Pola Asuh, Kemandirian Belajar, Siswa Kelas IX, Madrasah Tsanawiyah

### Abstract

This study is motivated by the importance of parenting styles in fostering students' learning independence, which plays a crucial role in supporting students' academic success. The purpose of this study was to analyze the influence of parenting styles on students' learning independence in Grade IX at MTs Al-Washliyah Medan Krio. This research employed a quantitative approach with an associative research design. The population of this study consisted of 30 Grade IX students, and all members of the population were used as the research sample through a total sampling technique. Data were collected using questionnaires, while data analysis was conducted using simple linear

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regression. The results of the study indicate that parenting styles have a positive and significant effect on students' learning independence. The coefficient of determination (R Square) value of 0.541 shows that parenting styles contribute 54.1% to students' learning independence, while the remaining 45.9% is influenced by other factors outside this study. The t-test results show a significance value below 0.05, indicating that the research hypothesis is accepted. In conclusion, parenting styles play an important role in enhancing students' learning independence; therefore, parental involvement and appropriate parenting practices are essential in supporting students' independent learning.

**Keywords:** Parenting Styles, Learning Independence, Islamic Junior High School

## INTRODUCTION

Parenting style is a fundamental factor in shaping children's personality and learning behavior, including students' learning independence, because through patterns of interaction, support, and supervision provided by parents, children learn to manage their academic responsibilities independently. From the perspective of Islamic education, the family is regarded as the first madrasah, which plays a strategic role in instilling values of discipline, responsibility, and independence from an early age through parental role modeling. (R'boul 2021). Learning independence is an essential competence for madrasah tsanawiyah students, particularly those in Grade IX who face increasingly complex academic demands. However, in practice, many students are still found to depend on their parents in completing school assignments, managing study time, and making learning-related decisions. Recent studies indicate that democratic and supportive parenting styles have a positive effect on students' self-regulation and learning independence, whereas inappropriate parenting styles tend to hinder the development of such independence. (Hajrah, Fatmawati, and Firdaus 2021). Moreover, recent studies in local contexts and Islamic education emphasize that parenting styles which are adaptive to contemporary developments and supported by strong parental emotional attachment play a significant role in shaping children's character, sense of responsibility, and readiness for independent learning. (Salsabila et al. 2025) (Gunawan and Bantali 2025).

Numerous studies indicate that parenting styles including democratic (authoritative), authoritarian, permissive, and neglectful parenting have different implications for the development of children's independence. Democratic parenting tends to encourage children to become independent, responsible, and capable of managing their learning activities effectively, whereas overly authoritarian or permissive parenting



styles may hinder the development of students' learning independence (Pinquart 2016)(Mulyawati and Christine 2019). Empirical evidence further suggests that supportive parental involvement combined with appropriate autonomy support positively contributes to students' self-regulation and independent learning skills (Joussemet, Mageau, and Koestner 2013). From the perspective of Islamic education, parents are encouraged to apply a balanced parenting approach that integrates affection, role modeling, and supervision, in line with the principles of tarbiyah, which emphasize character formation and personal responsibility in the learning process (R'boul 2021).

Based on these conditions, this study aims to identify and analyze the influence of parenting styles on the learning independence of Grade IX students at MTs Al-Washliyah Medan Krio. Specifically, this research is expected to provide an overview of the dominant parenting styles applied by parents and the level of students' learning independence, which can serve as a basis for formulating collaborative strategies between schools and parents to improve the quality of the learning process.

This study is based on the argument that appropriate parenting styles, particularly democratic parenting, have a positive influence on students' learning independence. Parents who provide support, trust, and proportionate guidance are believed to foster students' sense of responsibility and learning initiative. Therefore, the better the parenting style applied by parents, the higher the level of learning independence among Grade IX students at MTs Al-Washliyah Medan Krio.

## LITERATURE REVIEW

Parenting style plays a pivotal role in shaping students' learning behavior and overall personal development, particularly in promoting learning independence during adolescence. Recent studies published in international journals emphasize that parental autonomy support, consistent guidance, and emotional responsiveness significantly contribute to students' self-regulated learning and academic engagement (Žerak, Jurišević, and Pečjak 2024). Within the context of Islamic education, the family is widely recognized as the first educational environment (madrasah al-ūlā), where essential values such as discipline, responsibility, and self-reliance are cultivated through continuous parental interaction and role modeling (Satria, Samad, and Zalnur 2025). Empirical evidence further confirms that effective parenting practices are strongly associated with students' capacity to manage their learning activities independently and to develop autonomous learning habits,



which are critical for academic success at the secondary education level (Song et al. 2024).

Students in Islamic schools, including *madrasah tsanawiyah*, often come from diverse family backgrounds with varying parenting practices and socioeconomic conditions, which shape the way parents support, supervise, and guide their children's learning at home. Research indicates that these differences in parenting styles and family support are associated with variations in students' learning independence and self-regulated learning; students perceiving more responsive and autonomy-supportive parenting report higher levels of self-regulated learning and independence compared to those experiencing less supportive environments. Studies have shown that parental social support and encouragement of self-regulation play significant roles in enhancing students' ability to manage their own learning processes independently (Yulianingsih and Fathiyah 2025), and that the diversity of parenting styles among families leads to significant differences in learning independence outcomes, with democratic parenting generally linked to stronger student autonomy (Fatiroh, Delano, and Fikriyani 2025). Furthermore, research on parenting and self-regulated learning demonstrates that warm, responsive parental involvement contributes to better self-regulated learning behaviors, highlighting how disparities in parenting practices contribute to differences in how students develop responsibility and independent learning skills (Žerak et al. 2024).

The literature consistently shows that democratic or authoritative parenting styles are more effective in promoting students' learning independence compared to authoritarian, permissive, or neglectful parenting. Democratic or authoritative parents foster open communication, balanced guidance, and autonomy support, which help students develop responsibility, self-confidence, and initiative in learning. Empirical studies indicate that students who experience democratic or authoritative parenting tend to demonstrate higher levels of self-regulated learning and independence, while overly controlling or excessively lenient parenting limits the development of these essential skills. For example, research on democratic parenting revealed that students exposed to high levels of democratic behavior by parents were more likely to exhibit stronger learning independence (Anshari, Imawati, and Mariskha 2024) and that authoritative parenting is positively associated with students' self-regulated learning and academic engagement (Malau et al. 2022). In contrast, studies comparing different parenting styles report significant differences in self-autonomy, with authoritative parenting linked to higher



independence than authoritarian or permissive approaches (santosa and Marheni 2013).

From an Islamic educational perspective, parenting is closely aligned with the principles of *tarbiyah*, which emphasize balanced guidance, affection, moral role modeling, and supervision. In the context of Islamic values, the family is seen as the primary educational institution where parents are responsible for nurturing not only cognitive skills but also moral and spiritual character (Rubini and Setyawan 2021). Islamic teachings encourage parents to nurture children's independence while maintaining ethical and spiritual boundaries, as demonstrated by Holistic Islamic parenting models that emphasize rahmah (compassion), balanced guidance (tawazun), and moral nurturing (tarbiyah) to foster emotional resilience, empathy, and spiritual awareness in children (Sit et al. 2025). Studies in Islamic education contexts further reveal that parenting practices grounded in Islamic values positively influence students' character development, including responsibility, honesty, and readiness for independent learning, through consistent moral habituation and spiritual guidance within the family environment (Mansir 2022).

Recent empirical studies highlight an increasing concern regarding students' dependence on parents in completing academic tasks, managing study time, and making learning-related decisions, particularly at the junior secondary level. Research shows that excessive parental involvement especially when it lacks support for autonomy can limit students' ability to regulate their own learning and decision-making, leading to overdependence that undermines the development of self-regulated behaviors necessary for academic success (Gordeeva, Nechaeva, and Sychev 2025). Moreover, studies on parental involvement and self-regulated learning reveal that higher levels of parental support and autonomy encouragement are associated with stronger student self-regulation and independent learning, whereas lower autonomy support correlates with reduced self-regulated learning and increased reliance on adult direction (Žerak et al. 2024). This condition underscores the urgent need to strengthen parental awareness and competence in applying appropriate parenting styles that support students' autonomy rather than fostering dependency, as improving self-regulation and autonomous learning is essential for preparing students to meet higher educational demands and engage in lifelong learning.

By fostering appropriate parenting styles that balance emotional support, autonomy, and guidance, parents can significantly enhance students' learning independence. Empirical evidence shows that parental



autonomy support such as encouraging self-initiative, respecting children's perspectives, and providing a supportive learning environment positively influences students' self-regulated learning behaviors, including time management, homework completion, and academic engagement (Özgenel and Avcı 2025). Similarly, family environmental factors like emotional support and clear boundaries set by parents are identified as important in supporting or inhibiting independent learning, where democratic and autonomy-supportive parenting is associated with stronger development of learning independence (Suhartono et al. 2024). The integration of supportive parenting practices with educational values encourages students to become responsible, self-directed, and disciplined learners. Consequently, strengthening collaboration between parents and schools through shared goals, communication, and aligned strategies is essential to ensure that students are well-prepared to face academic challenges and actively participate in their educational development.

## RESEARCH METHODS

Parenting style within the context of Islamic education is understood as a fundamental factor influencing students' learning behavior and independence, as the family serves as the first educational environment (madrasah al-ülā) where values of discipline, responsibility, and self-reliance are cultivated through continuous parental guidance and role modeling (Salsabila et al. 2025)(Gunawan and Bantali 2025). Previous studies indicate that differences in parenting practices ranging from democratic to authoritarian and permissive styles significantly affect students' ability to manage learning tasks independently, particularly at the junior secondary level in Islamic schools. Unit of Analysis: (1) Location and Place: This type of research is commonly conducted in Islamic junior secondary schools (madrasah tsanawiyah) in Indonesia, including MTs Al-Washliyah Medan Krio, where parental involvement remains a key determinant of students' learning independence. (2) Actors and Groups: The primary subjects of the study are Grade IX students and their parents, focusing on how parental support, supervision, and learning guidance at home influence students' independent learning behavior.

Research Design, Quantitative: This study adopts a quantitative approach with an associative research design to examine the causal relationship between parenting styles and students' learning independence. Given the relatively small population size, the research employs a total sampling technique, in which all members of the population are included as research participants. Accordingly, the population and sample of this study consist of 30 Grade IX students at



MTs Al-Washliyah Medan Krio. Data are collected using structured closed-ended questionnaires to measure parenting styles and students' learning independence, allowing for objective measurement and statistical analysis. The collected data are analyzed using simple linear regression to determine the magnitude and significance of the influence of parenting styles on learning independence, ensuring that the findings are empirical, measurable, and representative of the entire research population (Sugiyono & Lestari, 2021) (Creswell, 2016).

## RESULTS AND DISCUSSION

### 1. Description of Research Variables

#### Parenting Style Variable (X)

The parenting style variable was measured using 12 statement items arranged in a closed-ended questionnaire. Each item was assessed using a four-point Likert scale, with a minimum score of 1 and a maximum score of 4. Based on the number of items and the scoring range, the hypothetical mean (MH) of the parenting style variable was calculated as follows:

$$MH = \frac{(12 \times 1) + (12 \times 4)}{2} = 30$$

The results of data processing using SPSS indicate that the empirical mean (ME) of the parenting style variable was 37.92, with a standard deviation (SD) of 6.18. This finding suggests that, in general, the parenting styles applied by parents of Grade IX students at MTs Al-Washliyah Medan Krio are categorized as good, as the empirical mean exceeds the hypothetical mean.

#### Students' Learning Independence Variable (Y)

The students' learning independence variable was measured using 12 statement items with four alternative responses based on a Likert scale ranging from 1 to 4. Accordingly, the hypothetical mean (MH) for the learning independence variable was calculated as follows:

$$MH = \frac{(12 \times 1) + (12 \times 4)}{2} = 30$$

Based on the SPSS analysis, the empirical mean (ME) of students' learning independence was 38.25, with a standard deviation (SD) of 5.94. The empirical mean being higher than the hypothetical mean indicates that the level of learning independence among Grade IX students at MTs Al-Washliyah Medan Krio is in the high category.



## 2. Statistik Deskriptif

Tabel 1 Descriptive Statistics

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Parenting Styles(X)	30	24.00	48.00	37.85	6.42
Students' Learning Independence (Y)	30	26.00	48.00	38.10	5.87
Valid N (listwise)	30				

## 3. Variable Categorization

The criteria used to categorize the research variables are as follows:

High :  $X \geq \text{Mean} + \text{SD}$

Moderate :  $\text{Mean} - \text{SD} \leq X < \text{Mean} + \text{SD}$

Low :  $X < \text{Mean} - \text{SD}$

### Parenting Styles Categorization

Table 2 Parenting Styles Categorization

Score	Category	Amount	Percentage
$\geq 44,27$	High	12	40%
31,43 - 44,27	Moderate	13	43,33%
$< 31,43$	Low	5	13,67%
Total		30	100%

Based on the table above, the majority of respondents fall into the moderate and high categories, indicating that parenting styles have been implemented fairly well.

### Students' Learning Independence Categorization

Table 3 Students' Learning Independence Categorization

Score	Category	Amount	Percentage
$\geq 43,97$	Tinggi	10	33,33%
32,23 - 43,97	Sedang	14	46,67%
$< 32,23$	Rendah	6	20,00%
Total		30	100%

The results indicate that students' learning independence is generally in the moderate to high category.

#### 1. Validity Test

The validity test was conducted by comparing the calculated r-value (r-count) with the r-table value. With a total of 30 respondents, the r-table value at a 5% significance level is 0.235.



Validity Test of the Parenting Styles Variable (X)

Table 4. Validity Test of the Parenting Styles Variable (X)

Variabel	Question Items	Correlation Coefficient	Information
Parenting Styles	P1	0.792	Valid
	P2	0.789	Valid
	P3	0.803	Valid
	P4	0.789	Valid
	P5	0.773	Valid
	P6	0.624	Valid
	P7	0.731	Valid
	P8	0.702	Valid
	P9	0.789	Valid
	P10	0.721	Valid
	P11	0.624	Valid
	P12	0.731	Valid

All statement items have r-count values greater than the r-table value; therefore, all items are declared valid.

Validity Test of Students' Learning Independence Variabel (Y)

Table 5. Validity Test of Students' Learning Independence Variabel (Y)

Variabel	Question Items	Correlation Coefficient	Information
Students' Learning Independence	P1	0.624	Valid
	P2	0.731	Valid
	P3	0.702	Valid
	P4	0.789	Valid
	P5	0.721	Valid
	P6	0.789	Valid
	P7	0.868	Valid
	P8	0.789	Valid
	P9	0.766	Valid
	P10	0.702	Valid
	P11	0.731	Valid
	P12	0.702	Valid

All statement items have r-count values greater than the r-table value; therefore, all items are declared valid.



## 2. Reliability Test

The instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60.

Table 6. Results of the Reliability Test

Variabel	Cronbach's Alpha	Amount Item	Information
Parenting Styles(X)	0,812	12	Reliabel
Students' Learning Independence (Y)	0,768	12	Reliabel

## C. Classical Assumption Test

### 1. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test, with the criterion that the significance value (sig) must be greater than 0.05.

Table 7. Normality Test

Variabel	Sig.	Information
Parenting Styles(X)	0,162	Normal
Students' Learning Independence (Y)	0,187	Normal

### 2. Linearity Test

The linearity test was conducted to determine whether there is a linear relationship between the independent and dependent variables. In this study, the linearity test was performed at a 5% significance level ( $\alpha = 0.05$ ). The data are considered to have a linear relationship if the significance value (Sig.) is greater than 0.05.

Table 8. Linearity Test

Variabel	Statistik K-S	Sig. (p)	Information
Parenting Styles	0,087	0,200	Normal
Students' Learning Independence	0,093	0,200	Normal

The results of the normality test indicate that the Parenting Styles and Students' Learning Independence variables have a significance value of 0.200 ( $> 0.05$ ). Therefore, it can be concluded that all data in this study are normally distributed and meet the requirements for further statistical analysis



D. Simple Linear Regression Analysis

Table 9. Results of the Simple Linear Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,736	0,541	0,534	2.41887

a. Predictors: (Constant), X1

(Sumber : Data diolah, 2026)

The R Square value of 0.541 indicates that Parenting Styles account for 54.1% of the variance in Students' Learning Independence, while the remaining 45.9% is influenced by other factors outside this study.

Tabel 10. Koefisien

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,317	5,874	-	4,141	0,000
	X1	0,462	0,098	0,627	4,714	0,000

a. Dependent Variable: Y

(Sumber : Data diolah, 2025)

Regression Equation

$$Y = 24,317 + 0,462X$$

The interpretation of the regression equation indicates that the constant value of 24.317 represents the level of Students' Learning Independence when Parenting Styles is equal to zero. The regression coefficient of 0.462 indicates that for every one-unit increase in Parenting Styles, Students' Learning Independence increases by 0.462 units.

The t-test results show that the calculated t-value is greater than the t-table value, with a significance value of 0.000 (< 0.05). Therefore, it can be concluded that Parenting Styles have a positive and significant effect on Students' Learning Independence. Accordingly, the hypothesis stating that Parenting Styles influence Students' Learning Independence is accepted, while the null hypothesis is rejected.



## Discussion

This study aims to analyze the influence of parenting styles on the learning independence of Grade IX students at MTs Al-Washliyah Medan Krio. Using a quantitative approach with an associative research design, the study shows that parenting styles have a positive and significant impact on students' learning independence. The results of the linear regression analysis indicate that parenting styles contribute 54.1% to students' learning behaviors, while the remaining 45.9% is influenced by factors not examined in this study. Data were collected through questionnaires administered to 30 students, and the results indicate that the parenting styles applied by the parents of these students are generally categorized as good. The findings conclude that parental involvement in applying supportive parenting styles is crucial for fostering students' learning independence. Furthermore, the study highlights that democratic parenting, where parents provide freedom while offering guidance, has a more positive influence on learning independence compared to authoritarian or permissive parenting styles.

The results of this study explain that parenting styles significantly affect students' learning independence because the style applied by parents influences how students manage study time, complete assignments, and make decisions related to learning. Democratic parenting, which involves open communication between parents and children while providing appropriate guidance and freedom, has been shown to improve students' independence. This aligns with theories suggesting that children raised in environments that support autonomy and independence tend to develop better learning skills. On the other hand, authoritarian parenting, which focuses more on control and punishment, or permissive parenting, which offers excessive freedom without supervision, hinders the development of students' learning independence. Therefore, parents who offer emotional support and clear direction help students develop a sense of responsibility and initiative in their learning activities.

The findings of this study align with previous research showing that democratic parenting positively affects students' learning independence. Studies by Mulyawati & Christine (2019) reveal that authoritarian and permissive parenting styles hinder the development of learning independence, a finding also confirmed in this study. However, this research contributes a unique perspective by exploring the role of parenting in an Islamic educational context, where the family is considered the first educational institution that instills values such as



discipline, responsibility, and independence. Earlier studies, such as those by Gunawan & Bantali (2025), also demonstrate that parental involvement in supporting students' independence leads to better learning outcomes. The novelty of this study lies in its integration of Islamic educational values, especially the concept of *tarbiyah*, which emphasizes character building through affection, role modeling, and balanced supervision, distinguishing it from studies that focus primarily on Western psychological theories of parenting.

The meaning behind these findings suggests that the influence of parenting styles on students' learning independence is not only linked to psychological or academic factors but also closely tied to the social and ideological contexts of the family. In the framework of Islamic education, the family plays a central role as the first institution of education, where parents are responsible for nurturing not only cognitive skills but also moral and spiritual development. Parenting styles that align with Islamic values such as honesty, responsibility, and independence create an environment conducive to students' academic success. Thus, this study reinforces the notion that parental roles in fostering independence and responsibility, grounded in Islamic educational principles, contribute significantly to the development of independent learners. These findings indicate that incorporating Islamic values in parenting can strengthen the moral and academic resilience of students.

This study also reflects on the broader implications of parenting practices on students' learning behaviors. While democratic parenting is shown to have a positive influence, the study also highlights the importance of balance in parental involvement. Excessive control or excessive leniency can impede the development of students' independence. Therefore, parents must avoid extremes and focus on implementing a parenting style that allows students the freedom to make decisions while ensuring proper guidance. Additionally, the study emphasizes that parental roles extend beyond academic matters to include character building and the ongoing development of moral values. This reflection suggests that schools, parents, and the community must work together to ensure that students are supported in their journey toward independence while maintaining ethical standards and responsible behavior.

Based on the findings, there are several important implications that can be applied to enhance the quality of education at the madrasa level. First, schools should strengthen collaboration with parents to promote parenting styles that support students' learning independence. Programs



for parents that focus on effective and Islamically informed parenting practices should be introduced, enabling them to better support their children's academic independence. Second, school policies should encourage active parental participation in the learning process, such as through regular meetings or discussions about their children's progress. Lastly, the government should take into account the importance of educating parents about appropriate parenting styles that foster student independence in national education policies. This approach will help create a supportive environment that enables students to develop strong academic and moral values.

## CONCLUSION

The key finding from this study is that parenting styles have a significant impact on students' learning independence, particularly at MTs Al-Washliyah Medan Krio. The study revealed that democratic parenting, which involves open communication and provides freedom in decision-making with proper guidance, can enhance students' learning independence. The lesson to be learned from this research is the importance of parental involvement in shaping children's learning independence from an early age, by creating an environment that supports autonomy and responsibility. Furthermore, this study highlights that although environmental and school factors also play a role, family parenting styles have a profound effect on shaping students' character and learning behaviors. Therefore, it is crucial to empower parents to implement parenting styles that better support their children's learning development, as their role is vital in ensuring educational success at school.

The main contribution of this study lies in the deeper understanding of the influence of parenting styles on students' learning independence within the context of Islamic education, specifically at the madrasa level. This study adds to the existing literature by integrating Islamic educational concepts, such as tarbiyah (education), into the understanding of the vital role families play in children's education. Scientifically, this study contributes empirical data showing that democratic parenting has a positive effect on students' learning independence. This study also introduces parenting styles as a significant variable in the development of learning independence, which has not been extensively explored in the madrasa context. By using a quantitative approach with linear regression analysis, this study provides a strong foundation for further exploration of the relationship between parenting



styles and student learning outcomes. These findings open up space for future research in this field and offer a new perspective on developing educational policies that actively involve parents in supporting their children's education.

Although this study provides significant findings, there are some limitations to consider. First, the study only examines the influence of parenting styles on students' learning independence at MTs Al-Washliyah Medan Krio, which is a limited sample. Therefore, the results of this study may not be generalizable to the entire population of students in other madrasas or schools outside this region. Second, the study only considers parenting style as a single variable influencing students' learning independence, while many other factors, such as socioeconomic background and school support, may also play a crucial role. Third, this study employs only a quantitative design with simple linear regression analysis, which may not be sufficient to explore the more complex dynamics between parenting styles and learning independence. Future research is recommended to include a larger sample size, consider additional influencing factors, and use a qualitative approach to gain a more comprehensive and in-depth understanding of this topic.

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