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The urge of self-motivation for students' learning independence

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Abstract

This study examined the theoretical and empirical relationships between parenting style, self-esteem, and motivation, and their influence on students' learning independence amid increasing external distractions, particularly those related to digital media. While previous research had explored factors affecting academic performance, limited attention had been given to how these psychological and environmental variables jointly shaped students' capacity for autonomous learning. The objective of the study was to evaluate the extent to which parenting style, self-esteem, and motivation contributed to the development of independent learning. A quantitative design was employed, and data were collected through questionnaires administered to junior high school students. Multiple linear regression analysis was used to assess both individual and combined effects of the independent variables. The findings indicated that all three factors significantly influenced learning independence, with motivation emerging as the most dominant predictor. These results underscore the importance of fostering motivational strength and cultivating supportive home environments to enhance students' self-directed learning. Implications extended to parental practices and educational interventions, emphasizing the value of democratic parenting and the development of self-esteem and intrinsic motivation. The study also identified an unresolved question regarding the continuity of these influences as students progressed to higher levels of education.

Keywords: Authoritarian parenting; democratic parenting; learning independence; motivation; self-esteem.

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1. INTRODUCTION

Industrial era 4.0, particularly during and aftermath of the COVID-19 pandemic, requires students to have independent learning. Parenting patterns are one of the variables that determine in development of children's learning independence because parenting characteristics are closely associated with early adolescent academic achievement (Yau et al., 2022; Yang et al., 2024). Parents who can manage their child's hyperactivity disorder would drive the child to have the ability to manage their own emotions (Babinski et al., 2017). There are various parenting styles, among which are democratic versus authoritarian parenting, and permissive and uninvolved parenting, including authoritative, authoritarian, and permissive parenting styles (Delvecchio et al., 2020). Supportive parenting, such as warmth (i.e., showing compassion towards the child), togetherness (that is, spending time and communicating with the child), and self-learning (i.e., guiding the child towards independence), is positively correlated with academic success (Yau et al., 2022).

Motivation plays a major role in developing children's independent learning since motivation leads to better performance and triggers creativity (Lazorak et al., 2021; Chen 2024). Independent children tend to have an ability to organise themselves, during which they learn, among others, from various Internet sources to increase their motivation (Klonek, Güntner, et al., 2015) For large parts of motivational words are developed with software and accessible through the Internet (Klonek, Quera, et al., 2015). Learning independently through using electronic devices is imperative nowadays. The gadgets serve as a means to motivate learning, to develop positive self-esteem, and to build a digital footprint with innovative works. In the same vein, successful dancers, musicians, and athletes have values of independence and discipline (Haraldsen et al., 2020), which indicates its paramount importance, urging them to perpetually develop learning independently (Macmull & Ashkenazi 2019). Cultivating independent learning in children contributes to their increasingly successful careers in adulthood.

Motivation sways the way the children complete their task, in which the motivated and creative children are helpful in project-based learning, either with groups or individually (Lazorak et al., 2021). Motivations such as self-efficacy, the value of the task, and goal orientation have an impact on effort, choice, persistence, and achievement (Sen, 2016). Children exhibit persistence and a willingness to confront risks and responsibilities. As a result, expectations are placed on children to complete learning tasks and address real-life challenges. A tendency to rely on others is often associated with apathy and avoidance of difficulties, leading to reluctance in fulfilling assigned tasks. Such individuals often wait for peers to model behavior before engaging in academic activities. A lack of attention to task completion is commonly linked to passivity and inaction. This pattern of behavior frequently results in avoidance of academic responsibilities and the development of feelings of inadequacy. Expressions of life as burdensome are commonly reported. School attendance is often delayed, accompanied by negative emotional states. The challenges of life are frequently perceived as overwhelming, contributing to a decline in resilience, increased discouragement, and emotional distress marked by low mood and a sense of helplessness. Individuals who rely on others to complete tasks tend to exhibit fear and a lack of initiative in addressing encountered problems. In contrast, autonomous learners demonstrate constructive behavioral patterns and positive engagement with life experiences.

Independent learners utilize their capabilities to attain objectives. Children exhibiting independence demonstrate initiative and creativity, enabling rapid responses to challenges. Creative individuals address problems through autonomous thinking (Kolayis et al., 2012). Such learners actively overcome obstacles and exhibit confidence in achieving success. A heightened sensitivity to environmental conditions supports effective task performance, which is characterized by efficiency, precision, and completeness. Independent

learners encounter challenges without complaint and possess a strong motivation to engage in prosocial behaviors, including assisting others. Their lives are marked by a continuous pursuit of challenges and the resolution of difficulties. Learning is approached with full awareness, often involving extended periods of self-directed study and personal development. These individuals willingly accept risks and assume responsibility. Elevated levels of self-esteem and personal values contribute to a sense of well-being and life satisfaction.

The development of independence in children is closely associated with parenting practices. Effective parenting supports the development of autonomous learning. Parental involvement plays a critical role in educational success (Sujarwo et al., 2021), with caregiving responsibilities shared by both maternal and paternal figures (Croft et al., 2020). Parents who provide focused attention encourage children to maximize their efforts through individual creativity. Emphasis on creativity fosters autonomous motivation, enabling children to confront risks within a supportive framework (Haraldsen et al., 2020). Independent performance of household tasks, assistance with parental responsibilities, and personal hygiene are common among such children. Active participation in life skill development is also evident. Some parents cultivate environments characterized by warmth, affection, open communication, and supportive proximity (Alamer and Almulhim, 2021), thereby empowering children to initiate positive changes and enhance personal well-being.

In contrast, insufficient parental engagement contributes to emotional detachment in children. Authoritarian parenting, characterized by the imposition of rigid expectations, suppresses creativity and initiative. Experiences of rejection and criticism result in diminished self-worth, leading to passivity, submission, and psychological distress. The absence of appreciation and repeated invalidation of ideas contributes to low self-esteem, which has been identified as a core symptom of adolescent depression (Masselink et al., 2018). The formation of self-esteem is influenced by interpersonal relationships, including those with parents, grandparents, and elder figures. Democratic parenting tends to foster high self-esteem, whereas authoritarian parenting is associated with reduced self-worth. Self-esteem serves as a motivational factor that propels individuals toward goal attainment (Atmaca and Ozen, 2019) and begins forming during early childhood (Neff, 2011).

1.1. Purpose of study

Motivation for learning independently and self-efficacy are interconnected with emotional, behavioural, and cognitive involvement (Korpershoek et al., 2020; Wang et al., 2025). The stronger the internal motivation is akin to the higher the level of independence. Motivation is the driving force to directs oneself, with encouragement from within to make a great effort and move to various alternative activities, is a basic capacity to solve problems. An environment that provides independence makes one comfortable doing many initiatives. Against the backdrop of the above-mentioned description, the present article delves into the question of how far motivation, self-esteem, and parenting patterns affect the students' independence, in particular for those of junior high school age.

2. METHOD AND MATERIALS

This study uses a quantitative approach. This method guesses the directional value of the relationship between the independent variable and the dependent variable, whether each independent variable is positively or negatively related, and predicts the value of the dependent variable if the value of the independent variable increases or decreases.

2.1. Participants

The population of this study consisted of students enrolled at public junior high schools (SMP Negeri) in Surabaya, Indonesia. The sampling procedure employed an area-stratified simple random sampling technique, which included three stages as outlined by Creswell and Clark (2017). First, area random sampling was applied to divide the Surabaya region into five geographic zones: West, Central, South, East, and North. From each zone, one school was selected: SMPN 50 (West), SMPN 44 (Central), SMPN 32 (South), SMPN 49 (East), and SMPN 31 (North). Second, stratified random sampling was utilized to account for population heterogeneity, ensuring representation across different strata. Third, simple random sampling was conducted within each stratum. Given the homogeneous characteristics within strata and a total sample size below 1,000, Slovin's formula was employed with a 5 percent margin of error to determine the sample size (Creswell and Clark, 2017). The final sample comprised 240 students, with each of the five administrative regions contributing an equal number of participants. From each school, students were selected proportionally across grades 7, 8, and 9, with 16 students per grade level.

2.2. Data collection tool

Data collection was conducted using a closed-ended questionnaire comprising four measurement scales: parenting style, self-esteem, motivation, and student learning independence. The questionnaire included items with four response options, requiring respondents to select one option that most accurately reflected their perspective. The validity of the research instrument was established through two forms of validity, with particular emphasis on content validity. Content validity was ensured through expert judgment, which guided the development of relevant indicators and items incorporated into the instrument.

2.3. Data analysis

Subsequent validity testing was conducted using the Pearson product-moment correlation method. Item validity for each variable was assessed using IBM Statistical Package for the Social Sciences (SPSS) for Windows version 19.0, through a comparison between individual item scores and total scale scores. Reliability refers to the degree to which a measurement instrument consistently produces stable and trustworthy results. The reliability test was also conducted using IBM SPSS for Windows version 19.0.

Table 1

Validity and reliability test results

No	Scale	Round 1		Round 2		Round 3	
		Cronbach's alpha	*N* of items	Cronbach's alpha	*N* of items	Cronbach's alpha	*N* of items
1	Democratic parenting	0.767	16	0.817	11	0.846	10
2	Authoritarian parenting	0.768	16	0.822	10		
3	Permissive parenting	0.784	16	0.815	12	0.821	9
4	Uninvolved parenting	0.717	16	0.807	11	0.827	10
5	*Self-esteem*	0.752	40	0.808	29	0.859	28
6	Motivation	0.659	36	0.759	25	0.827	22
7	Independent learning	0.843	48	0.869	31		

Table 1 explains that the validity and reliability of this study were established in at most three rounds. This is done to get the statement items that are valid and reliable.

Reliability was expressed through a reliability coefficient, ranging from 0.000 to 1.000. A coefficient value approaching 1.000 indicates a high level of reliability, whereas a value closer to 0 reflects a lower level of reliability. Before calculating using multiple linear regression, first, the assumption test is carried out, namely as follows: (1) normality test, (2) multicollinearity test, (3) heteroscedasticity test, and (4) multiple linear regression analysis technique.

2.3.1. Normality test

Normality testing in this study was conducted using the Kolmogorov–Smirnov test, with a significance level set at greater than 5 percent ($p > 0.05$). The results, obtained through analysis using the IBM SPSS software, are presented in Table 2.

Table 2

One Sample Kolmogorov–Smirnov Test

		Democratic parenting	Authoritarian parenting	Permissive parenting	Uninvolved parenting	Self-esteem	Motivation	Independent learning
N		240	240	240	240	240	240	240
Normal parameters [a,b]	Mean	31.57	31.25	24.00	30.85	86.84	67.80	94.12
	Std. deviation	3.150	3.278	2.358	3.113	7.446	6.864	10.124
Most extreme differences	Absolute	0.071	0.084	0.110	0.085	0.057	0.051	0.057
	Positive	0.070	0.073	0.110	0.060	0.056	0.051	0.054
	Negative	−0.071	−0.084	−0.103	−0.085	−0.057	−0.041	−0.057
Kolmogorov–Smirnov *Z*		1.106	1.306	1.706	1.322	0.885	0.793	0.884
Asymp. Sig. (2-tailed)		0.173	0.066	0.006	0.061	0.414	0.555	0.415

[A test] distribution is normal.

[b] Calculated from data.

Table 2 states the significance of democratic parenting by 0.173 > 0.05, authoritarian parenting by 0.66 > 0.05, permissive parenting by 0.06 > 0.05, *uninvolved* parenting by 0.61 > 0.05, *self-esteem* by 0.414 > 0.05, motivation by 0.555 > 0.05 and the value of the significance of learner learning independence by 0.415 > 0.05. It can be concluded that the data mentioned are normally distributed.

2.3.2. The multicollinearity test

The multicollinearity test aims to test whether the regression model found a correlation between the independent variables. The multicollinearity test was carried out by looking at the variance inflation factor (VIF) and tolerance values in the regression model. If the value of the VIF is not more than 10, then the model is free from multicollinearity. The results are seen in Table 3.

Table 3

The multicollinearity test result

Model		Coefficients[a] Unstandardised coefficients		Standardised coefficients	*T*	Sig.	Collinearity statistics	
		B	Std. error	Beta			Tolerance	VIF
1	(Constant)	5.331	14.055		0.379	0.705		
	Democratic parenting	0.441	0.189	0.145	2.336	0.020	0.762	1.312
	Authoritarian parenting	0.236	0.181	0.077	1.299	0.195	0.836	1.196
	Permissive parenting	0.384	0.272	0.090	1.410	0.160	0.712	1.405
	Uninvolved parenting	0.339	0.221	0.088	1.531	0.127	0.885	1.130
	Self-esteem	0.691	0.096	0.447	7.231	0.000	0.767	1.304
	Motivation	0.085	0.116	0.047	0.728	0.467	0.706	1.416

[a] dependent variable: independent learning of students.

Table 3 provides information that the variables of parenting, self-esteem, and motivation have a VIF value of less than 10 and a tolerance value above 0.1, so there is no multicollinearity.

2.3.3. Heteroscedasticity test

A good regression model is one in which heteroskedasticity does not occur; detecting the presence of heteroskedasticity can be done using the scatter plot technique. Heteroskedasticity testing of this study is shown in Figure 1.

Figure 1

Scatterplot method heteroscedasticity test results

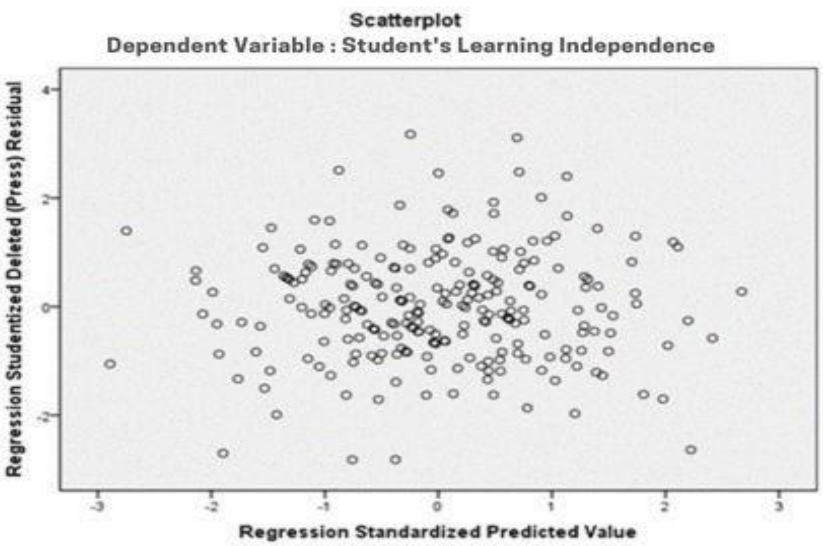


Figure 1 shows the points spread randomly both above and below zero on the axis, so that there is no heteroscedasticity.

3. RESULTS

3.1. Regression analysis results

The results of this study data processed using the SPSS programme version 20 for Windows; a summary of the results is seen in Table 4.

Table 4

Results of multiple regression analysis: democratic parenting patterns, self-esteem, and motivation for independent learning of students

		Coefficients[a]				
		Unstandardised coefficients		Standardised coefficients		
	Model	*B*	Std. error	Beta	*T*	Sig.
1	(Constant)	−3.502	2.749		−1.737	0.062
	Democratic parenting	0.156	0.042	0.148	3.995	0.007
	Self-esteem	0.466	0.072	0.343	6.510	0.000
	Motivation	0.771	0.076	0.523	10.130	0.000

[a] dependent variable: independent learning of students.

Looking at the linear regression equation above, it can be explained that:

1) The value of the coefficient of democratic parenting is 0.156. This means that for every one unit increase in democratic parenting, the student's learning independence variable will increase by 0.156, with the assumption that the other independent variables from the regression are fixed.

2) The value of the coefficient of self-esteem is 0.466. It can be concluded that any increase in self-esteem, a unit so variable independence learning, will be up in students.

3) The value of the motivation coefficient is 0.771. This implies that any increase in motivation, a unit so variable independence, learn school tuition will be up by 0.824.

Table 5 shows the results of multiple regression analysis of authoritarian parenting patterns, self-esteem, and motivation for independent learning of students.

Table 5

Results of multiple regression analysis of authoritarian parenting patterns, self-esteem, and motivation for independent learning of students

		Coefficients[a]				
		Unstandardised coefficients		Standardised coefficients		
Model		*B*	Std. error	Beta	*T*	Sig.
1	(Constant)	−3.756	2.693		−1.800	0.024
	Authoritarian parenting	0.189	0.035	0.161	2.296	0.014
	Self-esteem	0.463	0.071	0.341	6.546	0.000
	Motivation	0.764	0.076	0.518	9.996	0.000

[a] dependent variable: independent learning of students.

In summary, the linear regression equation above can be explained that:

1) The coefficient value of authoritarian parenting is 0.189. In other words, for every one unit increase in authoritarian parenting, the student's learning independence variable will increase by 0.189, with the assumption that the other independent variables from the regression are fixed.

2) The self-esteem coefficient value is 0.463. Reveals that for every one unit increase in self-esteem, the student's learning independence variable will increase by 0.463 with the assumption that the other independent variables from the regression are fixed.

3) The value of the motivation coefficient is 0.764. This indicates that for every one unit increase in motivation, the student's learning independence variable will increase by 0.764 with the assumption that the other independent variables from the regression are fixed.

3.2. F-test

The *F*-test is performed to find out whether the influence between free variables and bound variables is linear. This criterion was used to analyze the linearity between the variables of parental parenting, self-esteem, and motivation towards learning independence .

Table 6

Test Results of Democratic Parenting, Self-Esteem, and Motivation for Student Learning Independence

ANOVA[b]

	Model	Sum of squares	Df	Mean square	*F*	Sig.
1	Regression	16,620.439	3	5,540.146	166.027	0.000[a]
	Residual	7,875.057	236	33.369		
	Total	24,495.496	239			

[a] Predictors: (Constant), motivation, democratic parenting, self-esteem.

[b] Dependent variable: independent learning of students.

Table 6 shows that the calculated *F* value is 166.027, with a probability value (sig. value) of 0.000. It can be concluded that the influence of democratic parenting, self-esteem, and motivation variables on students' learning independence is significant.

Table 7

F-test results of authoritarian parenting, self-esteem, and motivation on the independent learning of students

ANOVA[b]

	Model	Sum of squares	Df	Mean square	*F*	Sig.
1	Regression	16,645.235	3	5,548.412	166.800	0.000[a]
	Residual	7,850.260	236	33.264		
	Total	24,495.496	239			

[a] Predictors: (Constant), motivation, authoritarian parenting, self-esteem.

[b] Dependent variable: independent learning of students.

Table 7 shows that the calculated *F* value is 166.800, with a probability value (sig. value) of 0.000. It is concluded that the influence of authoritarian parenting, self-esteem, and motivation variables on students' learning independence is significant.

3.3. The coefficient of determination

The coefficient of determination is calculated by looking at the adjusted R^2. The calculation results can be seen in Table 8.

Table 8

The results of the coefficient of determination of democratic parenting, self-esteem, and motivation on student independence

Model summary

Model	*R*	*R* square	Adjusted *R*-*squared*	Standard error of the estimate
1	0.824[a]	0.729	0.726	5.777

[a] Predictors: (Constant), motivation, democratic parenting, self-esteem.

Table 8 explains that as much as 72.6% of students' learning independence is explained by the variables of democratic parenting, self-esteem, and motivation, while the remaining 27.4% is explained by other variables outside the variables of democratic parenting, self-esteem, and motivation.

Table 9

The results of the coefficient of determination of authoritarian parenting, self-esteem, and motivation for students' independence

Model summary

Model	*R*	*R* square	Adjusted *R*-*squared*	Standard error of the estimate
1	0.824[a]	0.731	0.728	5.767

[a] Predictors: (Constant), motivation, authoritarian parenting, self-esteem.

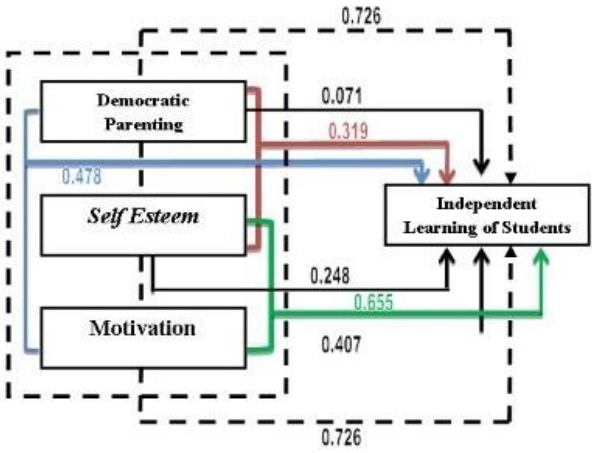
Table 9 shows that 72.8% of the students' learning independence is explained by the variables of authoritarian parenting, self-esteem, and motivation, while the remaining 27.2% is explained by other variables outside of authoritarian parenting, self-esteem, and motivation.

3.4. Influence of each independent variable on the dependent variable

The predictor contribution (in %) is given by each independent variable to the dependent variable. Predictor contributions are grouped into two types, namely effective contribution (SE) and relative contribution (SR). Calculation of the effective contribution and the relative contribution of this study is shown in Figure 2.

Figure 2

The influence of democratic parenting, self-esteem, and motivation on the independent learning of students



Description:

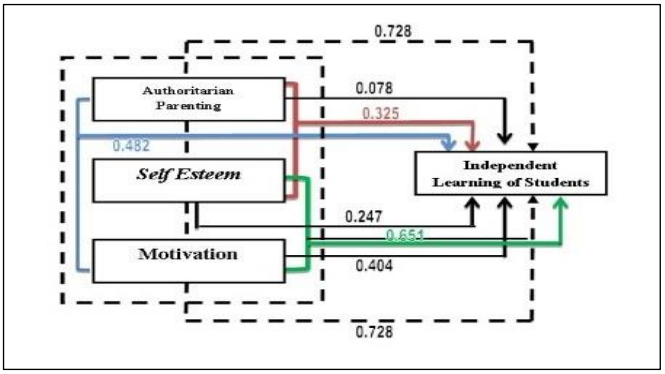
Influential in a significant way

Influential in a similar way

Figure 2 shows that the effect value increases simultaneously with the adjusted R^2 value of 0.726, or the simultaneous effect of 0.726. While the partial effect of democratic parenting has an SE square value of 0.0701 or contributes to an influence of 7.01%, the partial effect of self has an SE value of 0.248 or contributes to a 24.8% influence and the partial influence of motivation has an SE value of 0.407 or contributes to a 40.7% influence on the learning independence of students.

Figure 3

The influence of authoritarian parenting, self-esteem, and motivation on the independent learning of students



Description:

Influential in a significant way

Influential in a similar way

Figure 3 shows that authoritarian parenting, self-esteem, and motivation influence partially and simultaneously simultaneous influence with an SE value of 0.728 or a simultaneous effect of 72.8%. While the partial effect of authoritarian parenting has an SE value of 0.0708 or contributes 7.08% influence, the partial effect of self-esteem has an SE value of 0.247 or contributes 24.7% influence, and the partial influence of motivation has an SE value of 0.404 or contributes 40.4% influence on the learning independence of students.

4. DISCUSSION

The results of this study align with the stated research problems and objectives, one of which demonstrates the influence of parental parenting styles on students (Brewer & Kerslake, 2015). Parenting is categorised into four types: democratic, authoritarian, permissive, and uninvolved (Santrock, 2012). Findings indicate that the level of democratic parenting among state junior high school students in Surabaya is high. Democratic parenting is characterised by a balanced distribution of rights and responsibilities, involving children in family decision-making processes, and encouraging age-appropriate intellectual and social engagement. Parental attention and involvement are associated with both internalising and externalising behaviours, which significantly impact psychological well-being (Han et al., 2021; Zhao et al., 2024). At-home parenting strategies have also been shown to foster children's motivation in completing household tasks (Stokes et al., 2016).

In terms of self-esteem, previous research has indicated that male self-esteem tends to be lower than that of females (Neff, 2011; Streck et al., 2022). In an experimental study involving private employees, female participants were observed to complete assigned tasks more effectively than male participants. The development of self-esteem is shaped by interpersonal interactions, particularly those within parent–child relationships (Rosalina et al., 2019). However, as suggested by Perkins (2000), the influence of peer relationships may at times supersede that of parents, potentially straining parent–adolescent interactions.

The level of authoritarian parenting among the student population in Surabaya was found to be low. Authoritarian parenting involves rigid discipline, punitive responses to non-compliance, limited affection, and criticism of creativity. Adolescents exposed to this style are more prone to depression, reduced social competence, and lower self-esteem (Jungert et al., 2015). Similarly, the prevalence of permissive and uninvolved parenting styles was also low. Permissive parenting is defined by a lack of demands or control, allowing children excessive freedom, and is the least commonly observed style (Efobi & Nwokolo, 2014). Children raised under uninvolved parenting often exhibit feelings of worthlessness, high depression levels, low academic performance, minimal learning independence, and reduced social skills, all of which correlate with increased behavioural issues (Jungert et al., 2015).

The level of self-esteem among students at public junior high schools in Surabaya is high. Self-esteem is defined as an individual's belief in personal value, emotional regulation, and sense of responsibility towards oneself and the environment (Brewer & Kerslake, 2015). The motivation level of students is also high. Motivation serves as a conscious driving force that influences behaviour, encourages independent learning, and promotes cognitive development (Field et al., 2015; Lee, 2024). The pivotal role of parents in fostering mental and academic development is acknowledged. In cases where parents, such as migrant workers, are unable to provide sufficient support, the role of school counsellors becomes essential as a parental substitute to enhance student resilience (Widyarto & Rifauddin, 2024; Setiawati et al., 2018).

Guidance and counselling teachers are advised to understand students' characteristics and familial upbringing, as differing parenting styles produce varying outcomes. The current findings indicate that democratic parenting fosters higher self-esteem and motivation, which correlate with elevated learning

independence. Conversely, uninvolved parenting, wherein parental support is lacking, necessitates that school counsellors assume a supplementary role. This support contributes to enhanced self-esteem and strong motivation, which subsequently lead to improved academic achievement. Teachers must encourage students to take responsibility for their learning (Suárez et al., 2019). In the absence of effective motivation, students may resort to online activities to cope with negative emotions, which, if excessive, can lead to internet addiction (Li et al., 2021). Self-esteem is closely associated with internet addiction (Sevelko et al., 2018). Educators employing a person-centred approach provide autonomy support, foster competence and relatedness, and promote self-determined motivation and enjoyment in educational and physical activities (Fin et al., 2019).

The three primary variables examined in this study, democratic parenting, self-esteem, and motivation, collectively contribute 72 percent to the development of learning independence among junior high school students. Notably, a mixed pattern involving both democratic and authoritarian parenting is observed within certain cultural contexts, such as Asian societies, where obedience to parents is considered indicative of educational success. In Islamic tradition, this obedience is strongly emphasized. The present findings show that authoritarian parenting accounts for 7.8 percent and democratic parenting for 7.2 percent of the variance in student learning independence. Interestingly, authoritarian parenting shows a slightly higher influence. This may be attributed to students' acceptance of strict parenting based on cultural and religious values that emphasize parental respect and obedience. Parents must be trained to engage in open communication with their children. Children who are encouraged to share life experiences with their parents develop stronger emotional connections. Such openness enhances communication, mutual understanding, and emotional support, which in turn fosters self-esteem. The contribution of self-esteem to learning independence is substantial, at 24 percent. Students with high self-esteem are more likely to take initiative in choosing subjects, participate in extracurricular activities, and pursue self-development opportunities.

Among all variables, motivation exerts the greatest influence on students' learning independence, contributing 40.8 percent toward academic task completion. Therefore, consistent efforts must be made to enhance student motivation. Strategies include exposure to motivational content via books, audio media, and social media posts (Huang & Reynolds, 2022). Motivation significantly enhances self-esteem and academic perseverance (Rosalina & Naqiyah, 2018). Given the extensive time commitment required for formal education, motivational interventions help mitigate boredom and monotony. Students are encouraged to engage with inspiring media that promote discipline, perseverance, and goal orientation, facilitating alignment between personal aspirations and guidance from parents and educators. Motivational input positively influences cognition and behaviour, prompting students to persist in their studies and strive for self-improvement.

Students are expected to focus on academic goals and school examinations. Motivation acts as a powerful internal force that directs attention toward learning objectives and continuous personal development. Sustaining motivation over time can lead to habitual learning independence. Additionally, communication skills training has been shown to improve academic performance and self-efficacy. Experiential learning, in particular, serves as an effective strategy for fostering student autonomy (Mata et al., 2021).

5. CONCLUSION

Findings indicate that motivation contributes 40.8% to the development of student learning independence, representing the most influential factor among those examined. This underscores the necessity of ongoing

support from school counsellors and parents in cultivating motivation as a foundation for academic self-reliance. Self-esteem contributes 24%, highlighting its critical role in fostering students' confidence, emotional resilience, and autonomy in learning processes.

Democratic parenting accounts for 7.2% of the variance in learning independence, while authoritarian parenting contributes 7.8%. These results suggest that both parenting styles exert measurable, albeit differing, influences on student independence. The relatively comparable contributions may reflect sociocultural norms, particularly in contexts where authoritarian parenting is culturally embedded and perceived as compatible with respect and discipline. The combined contribution of parenting styles, self-esteem, and motivation reaches 72%, affirming the substantial effect of these factors on learning independence.

Based on these findings, strengthening student self-motivation is essential in promoting learning independence. In educational settings, counsellors and teachers are encouraged to implement strategies that support motivational growth, emotional development, and self-directed learning capacities. A democratic parenting approach is advisable, fostering a balanced environment where guidance is provided without diminishing autonomy. Although authoritarian parenting remains present in certain cultural settings, its application should be moderated with emotional warmth and effective communication.

Future research should address the extent to which independence established in junior high school endures and influences academic performance in subsequent educational stages. Longitudinal investigations are recommended to assess the continuity of these developmental outcomes across the student's academic trajectory.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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