

THE INFLUENCE OF PARENTING STYLE AND TEACHER'S TEACHING STYLE ON STUDENT LEARNING INDEPENDENCE

Dinda Kestu Anayanti¹, Almuntaqo Zainuddin²

¹²Universitas Muhammadiyah Surakarta; Indonesia
Correspondence email; a510210165@student.ums.ac.id

Submitted: 25/09/2024

Revised: 16/11/2024

Accepted: 21/01/2024

Published: 11/03/2025

Abstract

This study used a quantitative approach to analyze the influence of parenting styles and teaching methods on students' learning independence. All fifth-grade students at the school constituted the study population, with a sample of 20 students selected using a saturated sampling technique. Data collection was conducted using questionnaires, while data analysis was carried out using multiple linear regression. The results show that parenting styles have a greater impact ($t = 5.155$, $p < 0.05$) than teaching styles ($t = 2.780$, $p < 0.05$). The F-test confirms a significant combined effect ($F = 12.917$, $p < 0.0001$), with an R^2 value of 0.618, indicating that 61.8% of learning independence is explained by these variables. The findings highlight the importance of democratic parenting and interactive teaching in fostering student autonomy. Collaboration between parents and teachers is essential for maximizing learning independence.

Keywords

Parenting Style, Teaching Methods, Learning Independence, Students.



© 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Since the COVID-19 pandemic began, around 25,430 children in Indonesia have lost one or both of their parents to the virus. This data was obtained through a collaboration between the Ministry of Women's Empowerment and Child Protection (Ministry of Women's Empowerment and Child Protection) and UNICEF. Based on this information, the vast majority of children (57%) lost their father, while more than a third (37%) lost their mother, and about 5% had to lose both of their parents at once. Most of the children are now cared for by female family members, but 144 children do not receive assistance or care from adults. This condition has an impact on the nutritional status, growth, and development of children, which has the potential to increase the risk of poverty or placement in orphanages. In addition, surviving parents or surrogate caregivers face great economic hardship and psychological stress, especially women and adolescents, who are more susceptible and can experience dropping out of school (Wilander, 2021).

The dropout rate in Indonesia shows an increase. Based on data from the Central Statistics Agency (BPS), in 2022, the dropout rate at the elementary level reached 0.13%, an increase of 0.01% compared to 2021, which was recorded at 0.12% (Putri, 2022). The increase in the dropout rate is influenced by various factors, such as economic difficulties, low interest in children's schooling, parenting in the family, and conditions in the school environment. Education is a shared responsibility between the family, school, and the community, where support from the family and the school environment plays a big role in determining the success of education. In this case, the way parents educate their children and the teacher's teaching methods have an important role in shaping the character and independence of students' learning.

Based on the results of initial observations at school and interviews with homeroom teachers, there are still students who have not been able to learn independently. Two 5th graders rarely attend school, with an attendance rate of around 50-60% in a semester due to a lack of parental attention. As a result, their test scores are low, with an average of 52 and 55, below the standard of at least 70. One of the students was still stuttering while reading, while the other student had difficulty in simple arithmetic. In addition, around 30% of students in grade 5 still rely on teachers and friends when doing assignments and are often confused during exams because they do not understand the instructions of the questions, so they always ask for directions from the teacher before working. This condition reflects low learning independence among students, which is influenced by factors such as interest, discipline, responsibility, motivation, and lack of curiosity.

The low learning independence is influenced by various internal and external factors. Internal factors include a lack of motivation to learn, low self-confidence, and psychological conditions that affect their enthusiasm for learning. From the results of interviews with several teachers, many students are afraid of making mistakes in doing the questions, so they prefer to wait for guidance from the teacher or see their friends' answers. In addition, there are students who lack confidence in their own answers when facing exams, making them not confident in solving problems on their own. Other factors, such as the habit of procrastinating work and lack of discipline in learning, are also the main obstacles that cause them to not be used to studying independently.

External factors that also affect the low independence of student learning come from family, school, and community. From the family side, the results of interviews with homeroom teachers showed that around 60% of students came from families that did not pay attention to children's education. Many parents are busy working and do not have time to accompany their children while studying at home. As a result, children play or spend more time with gadgets than studying. In addition, an unsupportive family environment, such as the lack of learning facilities at home and the lack of encouragement to read, also has an impact on students' low learning independence.

From the school side, the learning method that is still dominated by lectures without providing many opportunities for students to explore the material independently is also a contributing factor. Based on observations in the classroom, teachers provide more one-way explanations without involving students in discussions or solving problems independently. The lack of assignments that require students to think critically and find solutions on their own further exacerbates this condition. In addition, limited facilities, such as the lack of supporting books and access to learning technology, also make it difficult for students to develop independent learning habits.

From the community side, the environment around the school is less supportive of the learning culture. The results of interviews with residents showed that many students spent more time playing outside the home than reading or doing assignments. This is because most parents in the Gumulan village are busy working to meet the needs of their families, so they do not supervise their children's learning activities. In addition, the factor of association with peers also affects students' learning habits. If the social environment emphasizes play activities more than learning, then these habits tend to carry over to school.

Most of the parents at SDN 2 Gumulan apply a permissive and democratic parenting style. Permissive parenting is more commonly found because many parents are busy working, so they are less involved in their children's education. Consequently, children are given freedom without clear boundaries, causing them to lack discipline, often arrive late, and have low motivation to learn. Based on school records, about 40% of students with low attendance rates come from families that apply this pattern. On the contrary, democratic parenting is more often applied by parents who have more time with their children or more stable economic conditions. The main characteristics of this pattern are a balance between freedom and strict rules, assistance in learning, and good communication between parents and children. In practice, permissive parenting can be seen from the habit of children who are allowed to manage their activities without parental supervision, so they spend more time playing than learning. On the contrary, democratic parenting makes parents more involved in the child's learning process, setting a learning schedule at home and regularly communicating with teachers. According to Baumrind (1966), permissive parenting can cause children to lack discipline, while democratic parenting is more effective in shaping their independence and responsibility.

In addition, teachers' teaching styles also play an important role in supporting students' learning independence, which includes teachers' belief in the importance of learning independence and their ability to guide students. Teachers can support students through complex activities that give students the opportunity to choose their assignments and difficulty levels, as well as provide appropriate support, including collaborative learning with peers. Good feedback can make students more focused on their learning development.

The dominant teaching style used by teachers at SDN 2 Gumulan is the classical teaching style, where the lecture method is still the most frequently applied. Teachers deliver more material verbally without involving students much in discussions or interactive activities, so students tend to be passive and less involved in critical thinking. Based on the observation results, about 70% of the learning time is filled with lecture methods, while discussions and interactive activities are only carried out occasionally. In addition, some teachers have begun to implement an interactive teaching style that engages students in learning through group discussions and the exchange of ideas. In science subjects, for example, teachers divide students into groups to discuss a topic before presenting the results of their discussions. However, the application of this method is still limited because most students are not used to an active learning system and lack time for teaching and

learning activities for the discussion process. From interviews with teachers, it is known that only about 30% of the total lesson hours use an interactive approach.

To support the learning process, some teachers also use technology such as laptops and LCDs to deliver material. In learning Mathematics and Indonesian, for example, teachers use presentations or learning videos to help students understand concepts more visually. However, the use of this technology is still minimal due to limited facilities. SDN 2 Gumulan only has two LCD units that are used alternately by all teachers so that in one week, only 2-3 classes can use it.

The lecture method has advantages in terms of ease of application and efficiency in delivering material but makes students less active in learning. In contrast, the group discussion method trains students to think critically and improve communication and cooperation skills, although it takes longer and is difficult to apply if students are not yet used to active learning. Meanwhile, the use of technology can help students understand concepts better through visualization, but its use is still limited due to the limitations of the device. Overall, the teaching style at SDN 2 Gumulan is still dominated by lecture methods, despite efforts to adopt interactive methods and the use of technology. In order for learning to be more effective, teachers need to train in applying more interactive methods and adding technology facilities so that more classes can use them.

Various studies have been conducted to examine factors that affect students' learning independence, including parenting styles and teachers' teaching styles. The results of this study provide insight into how the family environment and teaching methods can contribute to the development of independence. One of the relevant studies is the research of Melati et al. (2023) and Marsidi et al. (2021), which found that parental parenting has a positive influence on students' learning independence, which ultimately has an impact on their learning outcomes. This is in line with the research of Yuniarti et al., which affirmed the relationship between democratic parenting and student learning independence in elementary school. In addition, Kasmini's research (2023) highlights how democratic parenting can increase learning motivation through responsible freedom and open communication between parents and children.

On the other hand, Emosda's research (2018) shows that teachers' teaching styles also play an important role in increasing student learning activity. By implementing a more varied teaching style, teachers can encourage students to be more active in the learning process. Therefore, to create a more effective learning environment, a synergy is needed between more interactive learning

methods, parental involvement in parenting that supports children's independence, and teacher competency development in implementing more engaging teaching strategies.

Although previous studies have examined the influence of parenting and, in some cases, the role of guidance or the teacher's role in student independence, some gaps remain unanswered. In terms of local context, most of the research was conducted in various regions with different cultural and social characteristics, so there are no studies that specifically examine the influence of parenting style and teacher teaching style on student learning independence at SDN 2 Gumulan. In addition, from the aspect of variable combinations, many studies only focus on one variable, such as parenting style or teachers' teaching styles, separately. Research that examines the combination of these two variables simultaneously on students' learning independence is still limited. In terms of education level, most studies were conducted on early childhood or high school students, while studies that specifically examined grade 5 elementary school students, especially in SDN 2 Gumulan, are still rare.

The novelty of this study lies in several important aspects. From a specific context, this research was conducted at SDN 2 Gumulan so that it can provide more in-depth insight into the influence of parenting styles and teachers' teaching styles on the learning independence of students in the school. In terms of the combination of variables, this study simultaneously examines the influence of parental parenting style and teacher teaching style so that it can see how the interaction between the two variables shapes student learning independence. In addition, this study has a special focus on grade 5 students, which provides a deeper understanding of the factors that affect learning independence at the primary education stage.

Thus, this research is expected to fill the gaps in the literature and make an empirical contribution that is useful for the development of educational strategies in SDN 2 Gumulan. The findings of this study can be used as a basis for improving the effectiveness of parental parenting and teacher teaching styles to support the formation of student learning independence optimally. From some of the explanations above, this research was conducted to understand how parental parenting and teachers' teaching styles affect students' character and learning independence. By knowing the relationship between these two factors, it is hoped that a more effective way can be found to increase students' learning independence and support the development of their character in education.

METHOD

The research method used in this study is quantitative research, which aims to test the hypothesis that has been established. This study uses a data analysis technique, namely multiple linear regression, to determine the influence between independent variables on dependent variables Sugiyono, (2017). In this context, the study aims to measure the level of relationship between parental parenting and teachers' teaching styles on students' learning independence without manipulating these variables. This technique was chosen not only to determine the influence of parenting style (X1) and teacher's teaching style (X2) on early childhood independence (Y) but also to see how much influence both have on children's independence by collecting data objectively according to field conditions. The following are the hypotheses in this study.

1. H01: Parenting style does not have a significant effect on the learning independence of grade 5 students of SDN 2 Gumulan.
H12: Parenting has a significant effect on the learning independence of 5th-grade students of SDN 2 Gumulan.
2. H02: The teacher's teaching style did not have a significant effect on the learning independence of grade 5 students of SDN 2 Gumulan.
H12: The teacher's teaching style has a significant effect on the learning independence of grade 5 students of SDN 2 Gumulan.
3. H03: Parenting style and teacher's teaching style did not have a significant effect on the learning independence of grade 5 students of SDN 2 Gumulan.
H13: Parenting style and teacher's teaching style have a significant effect on the learning independence of grade 5 students of SDN 2 Gumulan.

This research was carried out at SDN 2 Gumulan, Central Klaten District, Klaten Regency, from September 2024 to February 2025. The research population includes all 5th grade students of SDN 2 Gumulan totaling 20 people. Because the population is relatively small, all members of the population are used as research samples using saturated sampling techniques. This technique is used when the population size is small (less than 30 people) or when researchers want to make generalizations with very little error. By using this technique, the data obtained is more accurate and representative because all members of the population are involved.

The data collection technique uses questionnaires to obtain primary data directly from respondents related to parental parenting styles, teachers' teaching styles, and students' learning independence. The questionnaire was compiled on the Likert scale, which measures respondents' attitudes, opinions, and perceptions with five categories of answers, namely Strongly Agree, Agree, Hesitate, Disagree, and Strongly Disagree. Each category is given a quantitative score ranging from 5 to 1 for positive statements.

The data analysis technique in this study began with testing the validity and reliability of the instrument using Pearson Product Moment and Alpha Cronbach. The validity test aims to assess whether the measuring instrument measures what it is supposed to measure, while the reliability test measures the consistency of the measurement results. In addition, this study also conducted a classical assumption test, which included a normality test with Kolmogorov-Smirnov and a homogeneity test. The collected data were analyzed using the t-test to measure the influence of one independent variable on one dependent variable, as well as multiple linear regression analysis to measure the influence of two independent variables on one dependent variable.

FINDINGS AND DISCUSSION

Findings

Data Analysis Prerequisite Testing

Normality Test

The normality test was carried out to find out whether the data obtained by the researcher came from a normally distributed population or not. This test is important as a condition when using parametric statistics. In the normality test, the researcher utilized SPSS 30 and chose the Kolmogorov-Smirnov method for testing. The data is considered normally distributed if the probability value $p > 0.05$. The results of the test with Kolmogorov-Smirnov in SPSS 30 can be seen in the following table.

Table 1. Test Normality

One-Sample Kolmogorov-Smirnov		
		Unstandardized Residual
N		19
Normal Parameters	Mean	.0000000
	Std. Deviation	6.98572249
Most Extreme Differences	Absolute	.136
	Positive	.136
	Negative	-.104

Test Statistic	.136
Asymp. Sig. (2-tailed)	.200 ^d
Test distribution is Normal.	
Calculated from data.	
Lilliefors Significance Correction	
This is a lower bound of the true significance.	

The normality test in this study was carried out using the SPSS 30 application. To test the normality of the data, the researcher used the Kolmogorov-Smirnov normality test. This method was chosen because it was considered effective and valid for analyzing normality tests. The decision regarding the normality of the data is taken based on the residual value which is considered to be normally distributed if the significance value (Sig.) > 0.05. Based on the calculations, a Sig. value of 0.200 was obtained, which indicates that the residual value is normally distributed because the significance value (Sig.) is greater than 0.05.

Homogeneity Test

Table 2. Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.943	2	54	0.61
Based on Median	3.298	2	54	0.45
Based on the Median With adjusted df	3.298	2	42.368	0.47
Based on trimmed mean	3.098	2	54	05.3

From the homogeneity test table above, showing a significance (p-value) of 0.61 > 0.05, it can be concluded that there is no significant variance between the three variables, so the assumption of homogeneity is fulfilled.

Hypothesis Testing

Hypothesis testing and data analysis were carried out using the SPSS 30 program. The results of the hypothesis test can be seen in the following table.

Effect of X1 on y

Table 3. Test t X1 against y

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constat)	1.312	9.680			.136	.894
Parenting Style	.422	.082	.781		5.155	.000
Dependent Variable: Learning Independence						

Based on the table of t-test results that measure the influence of parenting style on learning independence, stronger results were obtained compared to teachers' teaching styles. The t-count value (5,155) > t-table (2,101) with a significance value of $0.000 < 0.005$, which shows a very significant influence on students' learning independence. These findings show that how parents educate their children, such as providing trust, guiding without dictating, and supporting exploration and responsibility, is very influential in shaping students' independent attitudes toward learning.

Effect of X2 on Y

Table 4. Test t X2 against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constat)	17.581	12.036		1.461	.162
Teacher's Teaching Style	.595	.214	.112	2.780	.013
Dependent Variable: Independent Learning					

Based on the table of the results of the t-test, which measures the influence of teachers' teaching style on students' learning independence, the t-count value (2,780) > t-table (2,101) with a significance value of $0.013 < 0.05$ is obtained. It can be concluded that the teacher's teaching style has a significant influence on learning independence. This shows that the better the teaching style applied by the teacher, the higher the level of student learning independence. In other words, the way teachers teach, such as challenging assignments, interactive learning methods, and motivating approaches, can help students to be more independent in learning.

Influence of X1 and X2 on Y

Test T

Table 5. Test T

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constat)	-.854	10.596		-.081	.937
Teacher's Teaching Style	.120	.211	.112	.566	.579
Parenting Style	.384	.108	.6710	3.572	.003
Dependent Variable: Learning Independence					

Based on the table of multiple regression test results above, the multiple regression equation can be obtained as follows:

$$Y = -0.854 + 0.120 X_1 + 0.384 X_2$$

This equation shows that learning independence is influenced by the teacher's teaching style and parenting style with their respective coefficient values.

A constant of -0.854 indicates that if the teacher's teaching style and parenting style are zero, then the student's learning independence theoretically has a negative value. However, in practice, this may not be relevant because variables of teaching style and parenting style are always present in students' lives.

The teacher's teaching style coefficient of 0.120 shows that every increase in one unit in the teacher's teaching style will increase learning independence by 0.120, assuming the other variables remain constant. However, the significance value was $0.579 > 0.05$, which means that the teacher's teaching style did not have a significant influence on students' learning independence.

The parenting coefficient of 0.384 shows that every increase in parenting will increase learning independence by 0.384. The significance value was $0.003 < 0.05$, indicating that parental parenting had a significant influence on learning independence.

Test F

Table 6. Test F

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regresion	1418.331	2	709.166	12.917	<,0001
	Residual	878.406	16	54.900		
	Total	2296.737	18			
Dependent Variable: Kemandirian Belajar Siswa						
Predictors: Pola Asuh Orang Tua, Gaya Mengajar Guru						

The results of the F test showed a value of $F = 12.917$ with $\text{Sig} < 0.0001$. This value shows that the regression model as a whole is significant in explaining the relationship between teachers' teaching styles and parental parenting styles on students' learning independence. In other words, the two independent variables simultaneously affect learning independence.

Coefficient of Determination

Table 7. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.786	.618	.570	7.409
Predictors: Parenting Style, Teacher Teaching Style				
Dependent: Student Learning Independent				

Based on the table, the value of $R^2 = 0.618$ shows that 61.8% of the variation in learning independence can be explained by the variables of teachers' teaching styles and parenting styles. Meanwhile, Adjusted $R^2 = 0.570$ shows that after adjusting for the number of independent variables, the model still explains 57% of the variation in learning independence. The rest, which is 38.2%, is explained by other factors outside of this model.

Discussion

Based on the results of the t-test, parental parenting style showed a stronger influence on learning independence compared to teachers' teaching styles. With a t-count value of 5.155, which is greater than the t-table of 2.101, and a significance level of 0.000 (<0.005), it can be concluded that parenting has a very significant impact on students' learning independence. In line with the results of the study, Mohammad Ali (2006) emphasized that independence is not formed instantly but develops due to various factors, such as genetic factors, parental parenting, the education system at school, and the social environment. Parenting, as an external factor, has an important role in shaping values and habits that contribute to the development of children's independence. In the context of education, parenting reflects how parents guide, educate, and direct their children in their daily lives, including in academic aspects. Tridonanto (2014) stated that the relationship between parents and children is known as parenting, which includes providing support, direction, and important values to support the child's maximum development. This includes efforts to stimulate curiosity, create a sense of security, build emotional closeness, and guide children to achievements.

Diana Baumrind (1971) classifies parenting into three main categories: authoritarian, permissive, and democratic. Authoritarian parenting emphasizes strict control with strict punishment and restrictions on children. In contrast, permissive parenting provides excessive freedom without adequate supervision. Meanwhile, democratic parenting is the most effective approach in encouraging children's independence because it combines freedom with clear and supportive guidance. Santrock (2007) emphasizes that democratic parenting can help children grow into independent, confident, and responsible individuals, while extreme authoritarian and permissive parenting tends to make children less disciplined, not independent, or even difficult to make decisions.

On the other hand, democratic parenting provides a balance between freedom and control. Santrock, (2007) emphasized that this approach is able to encourage children to be independent, but still provides reasonable limits. Parents with democratic parenting usually pay attention to children's needs by considering factors of interests and realistic needs. Democratic parenting regulations generally free children from doing any exercises but they are still under the direction and supervision of their parents (Nurmasiyithah, 2017). Children who grow up in democratic parenting tend to have a high level of independence, both in taking care of themselves at home and in completing academic tasks at school.

The aspects of parental permissive parenting related to lack of control over children, neglect of decisions, parents are ignorant, and education is free. The first aspect is the lack of control over children. Regarding the absence of direction of children's behavior in accordance with societal norms, not paying attention to who the child hangs out with. The second aspect is decision abandonment, regarding allowing children to decide everything on their own, without any consideration from parents. The third aspect of parents is a stupid period. Regarding parents' indifference to children, there is no punishment when the child is committing a violating act. The fourth aspect of education is free. Regarding the freedom of children to choose schools according to their wishes, there is no advice when children make mistakes (Ulfiani Rahman et al., 2015).

Parenting not only plays a role in shaping children's learning habits but also affects confidence, responsibility, and decision-making skills. In addition, although other factors such as school environment and education also play a role, parenting style remains the dominant factor in the development of learning independence. Therefore, it is important for parents to implement a balanced parenting style, support children's exploration, and provide clear guidance so that children can grow into independent, confident, and responsible individuals in academic and social life.

These results are in line with various previous studies. For example, the research of Marsidi et al. (2021) shows that parental parenting contributes positively to early childhood independence, with a positive constant value of 53.478. Another study by Padila (2024) also revealed that parental parenting has a significant influence on the learning independence of grade V students at SDN Sawangan, with a contribution of 21%, while the remaining 79% is influenced by other factors. Research by Haeriah (2018) supports this finding by showing that parental parenting plays an important role in shaping children's independence in PGRI Gerunung Kindergarten. In addition, research by Mulyawati (2019) found a positive and significant relationship between parenting and

learning independence of grade V students of SDN Cibubur 03. This result is also consistent with research conducted by Prasetyawati (2016), which shows that parental parenting and the role of teachers are proven to have a significant influence on student learning independence.

This is explained by Ambiyar et al. (2020) as the attitude and effort of students to learn with self-encouragement without relying too much on direct guidance from others. According to Asrori (Rantina, 2015), Independence is one of the important aspects that must be possessed by every individual because, in addition to being able to affect their work, independence also functions to help achieve life goals, success, achievements, and awards. If an individual is not independent, it will be difficult for individuals to succeed. Hermawan (Said et al., 2023) stated that when students can be independent in learning, students will try optimally to complete exercises or tasks given by teachers without depending on others; students will try to do it themselves according to their abilities. Independence is an ability possessed by a person who is not always dependent on others to take care of himself physically, make emotional decisions, and interact with others socially (Raswin, 2013).

Mayar (2013) stated that parents have great duties and responsibilities for the growth and development of their children; teachers and parents must be in line in providing nurturing, learning, and education to children so that children are not confused in carrying it out. Independence is the ability to manage everything that they have, namely knowing how to manage time, walking, and thinking independently, accompanied by the ability to take risks and solve problems. According to Yamin (2012), independence is the main life skill and one of the needs from the beginning of the age. If an individual is not independent, it will be difficult for individuals to succeed.

Sari (2020) added that the implementation of parenting is one of the important factors in building children's social behavior and personality because the family environment is first encountered by children. Parenting is a relationship between parents and children that involves education, guidance, discipline, and protection so that children can grow into good individuals by societal norms (Prihatin, 2023). Therefore, parenting has a significant effect on students' learning independence.

Based on the analysis of the t-test that measures the influence of teachers' teaching style on students' learning independence, a t-count value of 2.780 was obtained, which is greater than the t-table of 2.101, with a significance value of 0.013 (< 0.05). This shows that teachers' teaching styles have a significant influence on students' learning independence. Muhammad Ali (2010) mentioned

that teaching includes all efforts made deliberately to help students achieve predetermined learning goals. Prawidi Wisnu Subroto, (2017) added that teaching is a complex activity in conveying knowledge from teachers to students so that the learning process occurs. From this explanation, it can be understood that teaching is all efforts made to convey knowledge and knowledge to students so that the learning process can take place. Just like the opinion of Grasha (1996) teaching style can be interpreted as a continuous and consistent interaction between teachers and students during the learning process. This style reflects the pattern of habits shown by teachers when teaching, which is based on their views on educational theories, the curriculum used, and the needs of students.

Muhammad Ali (2010) explained that various teaching styles can be applied in the learning process, including classical, technological, personalized, and interactive teaching styles. The classical teaching style emphasizes the dominant role of the teacher in delivering material to students, with an approach that still retains the values of previous generations. In this style, students tend to be passive and only receive information without much participation in the learning process (M. Safari, 2014). Ahmad (2019) also discussed the different teaching styles of teachers during the teaching and learning process, namely Classical, technological, personalized, and interactive teaching styles. Meanwhile, the technological teaching style focuses on the use of technology in learning, where the teacher acts as a facilitator who guides students with the help of devices such as digital modules, televisions, or educational software (Akhsanu Alfianur Firdaus, 2018). This style allows students to be more active in learning by utilizing learning media that has been systematically arranged.

In addition, personalized teaching styles pay special attention to students' interests, experiences, and mental development. In this approach, students are seen as unique individuals with different learning needs, so teachers must adjust learning materials and methods according to the characteristics of each student (Trisna Ariani, 2016). On the other hand, the interactional teaching style emphasizes dialogue and active interaction between teachers and students as well as between students. In this style, students are encouraged to express their opinions through discussion and exchange of ideas so that they can build a deeper understanding of the material they are learning (Roma Afri Yanto, 2014). Muhammad Ali (2010) added that in an interactional style, teachers give problems to students to discuss together, allowing them to think critically and find solutions independently.

The teaching style applied in elementary schools has a great impact on students' learning independence. Cahya (2020) stated that the classical teaching style is still often used at the elementary level because of its clear and systematic learning structure. However, a more interactive and technology-based approach can increase student engagement in learning. Research by Mumtazatur Rohmah et al. (2024) shows that students feel more involved and responsible for their learning when teachers apply an interactive teaching style. By understanding the characteristics of students and choosing appropriate methods, teachers can create a more effective and enjoyable learning atmosphere. Therefore, teachers need to implement teaching strategies that not only focus on delivering the material but also encourage active student engagement so that they can develop into more independent and responsible individuals in the learning process.

This finding is in line with the research of Sidik et al. (2024), showing that teachers' teaching styles have a significant influence on the learning motivation and achievement of SD Muhammadiyah 1 Cisalak students. Aini's research (2020) found that there was a significant influence between teachers' teaching styles on learning outcomes in Indonesian subjects for grade III students at SDN 1 Surodikraman. Overall, despite differences in findings and variables, the majority of studies show that teachers' teaching styles have a significant influence on students' learning independence.

Based on the results of the multiple regression test, the results of parenting had t-count (3,572) > t-table (2,110) with a significance value of $0.003 < 0.05$. Thus, parenting style still has a significant influence on students' learning independence. Parenting has t-count (3,572) > t-table (2,110) with a significance value of $0.003 < 0.05$. Thus, parenting style still has a significant influence on students' learning independence. Diana Baumrind, (1971) Diana Baumrind developed a parenting theory that divides parenting styles into three main categories: Authoritarian Parenting, Permissive Parenting, and Democratic Parenting. Authoritarian parenting tends to demand high obedience without giving the child much freedom to make his own decisions. Permissive Parenting gives complete freedom to children without giving much direction or rules. Democratic parenting provides a balance between clear rules and freedom for children to make their own decisions. In the context of this study, democratic parenting allows students to develop learning independence because they are allowed to make their own decisions, manage their time, and take responsibility for their tasks.

Research conducted by Harahap et al. (2021) found that parental parenting affects early childhood learning independence. Research by Pratiwi (2020) shows that democratic parenting has a significant influence on children's independence, while authoritarian and permissive parenting does not show a significant influence in SD Negeri 38 Parepare City. This is strengthened by the research of Tobing et al. (2021), which found a relationship between parental parenting and the learning independence of grade IV students of SD Negeri 066652 Medan Helvetia.

Teaching style is a way to carry out the teaching and learning process so that the goal can be achieved (Astutie, 2003). Muhammad Ali (2010) classifies teachers' teaching styles into several types, one of which is the classical teaching style, which uses more lecture and one-way teaching methods. Classical teaching styles are often criticized for not allowing students to actively think and participate in learning. As a result, this kind of teaching style may contribute less to the development of students' learning independence. On the contrary, in interactive learning approaches, such as active learning methods, teachers play a more active role as facilitators. This approach allows students to be independent in learning. However, in this study, teachers' teaching styles, in general, did not show a significant influence on students' learning independence.

However, the findings of this study are different from Cahya's research (2020), which states that teachers' teaching styles have a positive effect on learning motivation. This means that the better the teacher's teaching style, the higher the student's motivation to learn. In line with the research of Sidik et al. (2024), it was found that teachers' teaching styles have a significant influence on learning motivation and student achievement at SD Muhammadiyah 1 Cisalak. Hartati (2023) suggested that based on the results of this study, it can be seen that teachers' teaching styles have an important role in students' learning motivation. However, unlike this study, the study did not highlight the relationship between teachers' teaching styles and students' learning independence. Therefore, this study provides a new perspective that although teachers' teaching styles can increase learning motivation, they do not necessarily have a direct influence on students' learning independence.

CONCLUSION

Based on the results of the study, parental parenting has a greater influence on students' learning independence compared to teachers' teaching styles. The t-test showed that parental parenting had a significant effect, with a t-count value of 5.155 and a significance of 0.000, while the teacher's teaching style also had an effect but with a lower t-count value, which was 2.780 with a

significance of 0.013. Regression analysis shows that parental parenting has a greater contribution in shaping students' learning independence, while teachers' teaching styles are not very significant. Simultaneously, these two factors affect learning independence, as evidenced by the F test with a significant value of < 0.0001 . The determination coefficient (R^2) of 61.8% shows that the variation in students' learning independence can be explained by parenting style and teacher's teaching style, while the rest is influenced by other factors. Thus, the role of parents in educating children by providing guidance and confidence has more influence on students' learning independence compared to the teaching style applied by teachers.

REFERENCES

- Ahmad, R. (2019). Pengaruh Gaya Mengajar Guru Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Kelas XI MA Babussalam Rungkang, Desa Merembru, Kec. Labuapi, Kab. Lombok Barat. *Progress in Retinal and Eye Research*, 561(3), S2–S3. <https://doi.org/10.1016/j.pres.2019.05.001>.
- Aini, N. (2020). Pengaruh Gaya Mengajar Guru Dan Minat Belajar Siswa Terhadap Hasil Belajar Pada Mata Pelajaran Bahasa Indonesia Siswa KELAS III SDN 1 Surodikraman Tahun Pelajaran 2019/2020. Institut Agama Islam Negeri (IAIN).
- Akhsanu Alfianur Firdaus. (2018). Variasi Gaya Mengajar Guru IPS dalam Meningkatkan Motivasi Belajar Siswa Kelas X Pada Mata Pelajaran Sejarah di SMA Muhammadiyah 5 Karanggeneng Lamongan [UIN Maulana Malik Ibrahim Malang]. https://r.search.yahoo.com/_ylt=AwrKC2oe6SRn8QEAoGXLQwx.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1731681822/RO=10/RU=http%3a%2f%2frepository.iainkudus.ac.id%2f4140%2f5%2f5.%2520BAB%2520II.pdf/RK=2/RS=zMZ.p393.vIVZeuJ08iEEn82wBw-
- Al. Tridonanto. (2014). *Mengembangkan Pola Asuh Demokratis*. https://books.google.co.id/books/about/Mengembangkan_Pola_Asuh_Demokratis.html?id=JuBMDwAAQBAJ&redir_esc=y
- Ambiyar, Aziz, I., & Melisa. (2020). Perbedaan Kemandirian Belajar Siswa Pada Masa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 04(02), 1246–1258.
- Anthony F. Grasha. (1996). *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles*. Alliance Publishers.
- Astutie, C. S. A. (2003). Pengaruh Gaya Mengajar Guru Dan Gaya Belajar Siswa Terhadap Hasil Belajar Mata Pelajaran Ekonomi di Kelas X SMA Negeri 18 Surabaya. 20, 1–15.
- Cahya, L. (2020). Pengaruh Gaya Mengajar Guru terhadap Motivasi Belajar Siswa Kelas 3 SDN Ngebruk 01 Kecamatan Poncokusumo Kabupaten Malang. *Seminar Nasional PGSD UNIKAMA*, 4, 461–471.
- Diana Baumrind. (1971). Current Patterns of Parental Authority. *Developmental Psychology*, 4. <https://doku.pub/documents/02-baumrind-d-1971-current-patterns-of-parental-authority-developmental-psychology-41p2-1pdf-9qgxw3nkozln>
- Emosda, E., & Putri, E. (2018). Hubungan Gaya Mengajar Guru Dengan Keaktifan Belajar Siswa Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(1), 92–110. <https://doi.org/10.22437/gentala.v3i1.6766>
- Haeriah, B. (2018). Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Anak Kelompok B Taman

- Kanak-Kanak PGRI Gerunung Tahun Pelajaran 2017/2018. 4(1), 184–188.
- Harahap, E., Studi, P., Anak, P., Dini, U., Panca, U., Bekasi, S., Studi, P., Ekonomi, P., Pendidikan, F. I., Panca, U., & Bekasi, S. (2021). *Pengaruh Pola Asuh Terhadap Kemandirian Belajar Anak Usia Dini di Masa Pandemi Covid-19*. 5(2), 37–48.
- Hartati. (2023). Hartati, H., Kadir, A., & Agus, I. (2023). *Pengaruh Gaya Mengajar Guru Terhadap Motivasi Belajar Peserta Didik Kelas Tinggi Sekolah Dasar*. 4(1), 1–19.
- Kasmini, L. (2023). *Analysis of Parents Parenting Styles*. 3(1).
- L.Tobing1, P. A., Panggabean2, R. D. E., & Niken Farida 3. (2021). *Kemandirian Belajar Peserta Didik*. 2, 168–175.
- M. Safari. (2014). *Analisa Gaya Mengajar Guru Ekonomi Di Sma Negeri Se-Kecamatan Lahat*. *Jurnal Profit* 1. <https://ejournal.unsri.ac.id/index.php/jp/article/view/5607/3041>
- Marsidi, S. R., Agustin, A., Novitasari, A., & Ryan, M. (2021). *Gambaran Pola Asuh Orangtua dalam kaitannya dengan Motivasi Belajar Anak*. 4(1), 38–46.
- Mayar, F. (n.d.). *Perkembangan sosial anak usia dini sebagai bibit untuk masa depan bangsa*. 459–465.
- Melati, R., Priyadi, A. T., Djudin, T., & Jamiah, Y. (2023). *Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Siswa Kelas IV Sekolah Dasar*. 9(2), 479–494.
- Mohammad Ali, M. A. (2006). *Psikologi Remaj : Perkembangan Peserta Didik*. Jakarta: Bumi Aksara. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=671719>
- Muhammad Ali. (2010). *Guru dalam proses belajar mengajar*. PT Sinar Baru Algensindo. https://books.google.co.id/books/about/Guru_dalam_proses_belajar_mengajar.html?id=TPfdjwEACAAJ&redir_esc=y
- Mulyawati, Y., & Christine, C. (2019). *Pengaruh pola asuh orang tua terhadap kemandirian belajar siswa*. 02, 21–25.
- Mumtazatur Rohmah, S., Dwi Nur Aini, R., & Pendidikan, M. (2024). *Pengaruh Gaya Mengajar Guru Terhadap Motivasi Belajar Siswa di Sekolah Dasar Negeri Lidah Wetan II*. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(2), 299–305. <https://jpcion.org/index.php/jpi299Situswebjurnal:https://jpcion.org/index.php/jpi>
- Nurmasyithah, S. (2017). *Dampak pola asuh orangtua & guru terhadap kecenderungan perilaku agresif siswa*. Ar-Ruzz Media.
- Padila, N. (2024). *Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Belajar Siswa Sekolah Dasar Kelas V di Sawangan*. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Prasetyawati, E. (2016). *Pengaruh Pola Asuh Orang Tua dan Peran Guru Terhadap The Effects Of Parents' Parenting System And Teacher ' S Roles On 3rd GRADE*. 214–223.
- Pratiwi, K. E. (2020). *Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Anak di Sd Negeri 38 Kota Parepare The Influence Of Parents on Children' s Independence in Primary School 38 State Parepare City*. 1(1).
- Prawidi Wisnu Subroto. (2017). *Ananlisis Gaya Mengajar Guru Matematika di Sekolah Menengah Pertama*. Prima: Jurnal Program Studi Pendidikan Dan Penelitian Matematika 6. <http://jurnal.umt.ac.id/index.php/prima/article/view/1469/923>
- Prihatin, S. R. (2023). *Pengaruh pola asuh authoritative terhadap kemandirian anak usia 4-6 tahun*. 5(2), 61–69.
- Putri, A. M. H. (2022). *Lapor Pak Jokowi, Angka Anak Putus Sekolah Naik Lagi!* CNBC Indonesia. <https://www.cnbcindonesia.com/research/20221128122021-128-391770/lapor-pak-jokowi-angka-anak-putus-sekolah-naik-lagi>
- Rantina, M. (2015). *Melalui Kegiatan Pembelajaran Practical Life (Penelitian Tindakan di TK B Negeri Pembina Kabupaten Lima Puluh Kota, Tahun 2015)*.
- Raswin. (2013). *Peran Orang Tua (Ibu) Dalam Memandirikan Anak Usia Pra-Sekolah*. 19.

- Roma Afri Yanto. (2014). Profil Gaya Mengajar Guru Produktif Jurusan Teknik Pemesinan menurut *Persepsi Siswa Kelas XI di SMK Muhammadiyah* [Universitas Negeri Yogyakarta]. https://r.search.yahoo.com/_ylt=AwrKDwZ36yRn.gEAANPLQwx.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1731682423/RO=10/RU=https%3a%2f%2feprints.uny.ac.id%2f20183%2f1%2fRoma%2520Afri%2520Yanto%252012503247002.pdf/RK=2/RS=_3D7tW3HdGxdAz5_Y3ByWo952q0-
- Said, A. R., Iriansyah, H. S., & Huzaefah, O. (2023). *Pengembangan Media Pembelajaran Multimedia Interaktif Berbasis WEB Google Sites Untuk Meningkatkan Motivasi Belajar Siswa SMPN I Teluknaga Tangerang*. 3(2), 544–558.
- Santrock, J. W., & Wibowo, T. (2007). Psikologi pendidikan. Jakarta: Kencana. <http://kin.perpusnas.go.id/DisplayData.aspx?pId=38298&pRegionCode=Jiunmal&pClientId=11>
- Sari, P. (2020). Pengaruh Pola Asuh Otoriter Orang Tua Bagi Kehidupan Sosial Anak. 2.
- Sidik, F. M., Mardiliansyah, R., Rio, S., & Ekonomi, P. (2024). Pengaruh Gaya Mengajar Guru terhadap Motivasi Belajar dan Prestasi Siswa di SD Muhammadiyah 1 Cisolak. 280–288.
- Sugiyono. (2017). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta., 2013.
- Trisna Ariani. (2016). Gaya Mengajar Guru Kelas V di SD Negeri Sayidan Yogyakarta [Universitas Negeri Yogyakarta]. https://r.search.yahoo.com/_ylt=AwrX.WNZ6iRn7AEAME7LQwx.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1731682138/RO=10/RU=https://journal.student.uny.ac.id/index.php/pgsd/article/viewFile/2063/1764/RK=2/RS=bS56USosEKuEA_Ge5.J3VzUabA
- Ulfiani Rahman, Mardhiah, A. (2015). Hubungan antara pola asuh permisif orangtua dan kecerdasan emosional siswa dengan hasil belajar matematika siswa. 2(1), 116–130.
- Wilander. (2021). Indonesia: Sejak pandemi dimulai, lebih dari 25.000 anak kehilangan orang tua akibat Covid-19. UNICEF. <https://www.unicef.org/indonesia/id/siaran-pers/indonesia-sejak-pandemi-dimulai-lebih-dari-25000-anak-kehilangan-orang-tua-akibat-covid>
- Yamin, M. (2012). Panduan PAUD: pendidikan anak usia dini.