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Self-regulated Learning as a Mediator between Authoritative Parenting and Academic Achievement of Junior High School Students

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ABSTRACT

This research begins with a situation that shows the low academic achievement of junior high school students. Self-regulated learning and authoritative parenting are supporting factors that produce students with good academic achievement. Therefore, this research aims to show the influence of self-regulated learning as a mediator between authoritative parenting and learning achievement in junior high school students in Depok District. This research approach was quantitative research using survey methods. This research was conducted in Depok District, Sleman Regency, with a sample of 303 students. Data collection techniques used cluster random sampling, with research instruments on the scales of authoritative parenting and self-regulated learning. The validity test used total score results (r), and the reliability test used Cronbach's Alpha, with an authoritative parenting style scale value of 0.862 and a self-regulated learning scale of 0.879. In addition, data analysis techniques were carried out using regression with PROCESS v4 for SPSS by Andrew F. Hayes. The research results show that self-regulated learning acts as a mediator between authoritative parenting and learning achievement. In this research, path c had a higher coefficient of 0.4181, and path c' was lower at 0.2501. Based on both, the regression coefficient c' decreased, proving the existence of partial mediation. It can be concluded that there is a partial mediation effect of self-regulated learning from authoritative parenting on learning achievement.

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INTRODUCTION

The achievement of learning is an important indicator that can determine future career success, social status, and the well-being of students (Anggraini & Ridha, 2017). Learning achievement is an indication of the educational process aimed at acquiring skills and knowledge (Puspitasari et al., 2020). Student success after learning is demonstrated through their academic achievement (Sjahrir et al., 2020).

Bloom et al. (1956) identified three main domains in student learning: cognitive, affective, and psychomotor. These domains are reflected in academic achievement, which is evaluated based on report card grades in the form of symbols, numbers, letters, or standard statements to measure student success (Rosyid et al., 2019). Through academic achievement, schools can assess the progress of each student. Students who demonstrate effective learning achievements will show success through the grades they obtain (Leobisa & Namah, 2022).

Data from the Indonesian Ministry of Education for 2022, related to the Program for International Student Assessment (PISA), which was participated in by 81 other countries, shows that Indonesia experienced an improvement in student achievement, as evidenced by the country's ranking rising by 5-6 positions compared to 2018. However, when reviewed further, the PISA scores for 2022 showed a decline compared to 2018, according to data from the Organisation for Economic Co-operation and Development (OECD). Compared to students in other countries, Indonesian students have a lower average score, as the scores still fall short of the PISA average benchmark of 370 for each test.

Aside from the PISA data mentioned above, the 2022/2023 data from the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) reveals that out of 9,892,412 students enrolled in junior high school in Indonesia, only 3,349,727 students graduated. This finding indicates that 6,542,685 students did not pass at the junior high school level (Hakim & Khotimah, 2023).

According to data from the Central Statistics Agency on Education, Yogyakarta has a higher educational completion rate than the national average. In 2023, the junior high school completion rate in Yogyakarta reached 97.02%, the highest in Indonesia (Birsang et al., 2023). This achievement is supported by Yogyakarta's reputation as an educational city (Subanar, 2007) and as a region with continuously improving educational development (Darumurti & Miftahuddin, 2023).

School accreditation can play a crucial role in improving educational quality and supporting student achievement. According to data from the Ministry of Education and Culture, the Depok district in Yogyakarta demonstrates excellent accreditation quality at the junior high school (SMP) level. Out of 15 junior high schools in Depok, 14 have achieved an A accreditation, while one school has

received a B accreditation. This high level of accreditation not only reflects high educational standards but also contributes to student achievement. Accredited schools typically provide supportive facilities, curricula, and teaching methods.

Although junior high schools in the Depok district have generally good accreditation, some students still exhibit low academic achievement. Preliminary studies conducted by the researcher through observations and interviews reveal that students continue to face difficulties in their learning performance, particularly in understanding material that falls within the cognitive domain (Putra et al., 2024). This cognitive aspect plays a crucial role in students' learning outcomes (Sofakhiroh et al., 2024). Students with strong cognitive abilities tend to achieve better learning outcomes (Salsabila et al., 2023). The researcher also found that some students are less active in classroom activities, which relates to the affective and psychomotor domains. Junior high school students in the Depok district still exhibit deficiencies in academic performance when viewed from the cognitive, affective, and psychomotor aspects.

The presence of cognitive, affective, and psychomotor aspects in students plays a crucial role in developing their abilities and enhancing the overall learning process (Ufah & Arifudi, 2021; Salsabila et al., 2023). Therefore, understanding the material (cognitive), attitudes and motivation (affective), and practical skills (psychomotor) can enhance student learning outcomes. These three aspects are reflected in the school's evaluation process, which is subsequently evident in report card grades (Budiman et al., 2024). The cognitive aspect is typically reflected in exam scores and academic assignments. The affective aspect is evident in students' attitudes and motivation toward learning, while the psychomotor aspect is associated with practical skills, as demonstrated in the task and practical performance grades (Putra et al., 2024).

Besides the three aspects mentioned above, student academic achievement is also influenced by parenting patterns (Yang & Zhao, 2020; Chibuike et al., 2021; Lukman et al., 2024). Parenting patterns play a significant role in providing motivation, confidence, and a strong intent toward achieving academic success (Hayek et al., 2022). As a result, a lack of parental attention in parenting patterns can negatively impact student academic performance. Through interviews with school counselors and several students from other junior high schools in the Depok district, the researcher found that another cause of low student achievement is inadequate parental involvement, as evidenced by parents not accompanying their children during study time and rarely participating in school activities due to their busy schedules.

Parents should be engaged in their child's learning process, as suggested by Nasution and Suharian (2020). Parents have an important role and responsibility in their child's learning at home, including in areas such as spiritual understanding, supervision, motivation, provision of learning resources, and supporting the child when encountering obstacles and difficulties. Parents who consistently provide support for their child's education will contribute to the

child's success in their learning activities (Prastiwi et al., 2024).

Several factors, both internal and external, can influence the success of students in achieving good learning outcomes. Internal factors include psychological aspects related to intelligence, which are part of the concept of self-regulated learning. This concept refers to an individual's ability to manage and control their learning process through strategies such as planning, monitoring, and evaluation (Firmansyah, 2014; Anggraeni et al., 2024). External factors, on the other hand, include the family environment (Saefullah, 2012; Parnawi, 2019; Muliani & Arusman, 2022).

The family environment is the primary setting where students receive guidance and education (Musfiyyah & Maknun, 2022). Therefore, parenting styles within the family significantly impact students' academic achievement (Abar et al., 2009; Yang & Zhao, 2020; Sopiah et al., 2021). Moreover, the parenting style perceived by students can motivate them, thereby enhancing cognitive function and academic performance (Davila et al., 2021).

Diana Baumrind (1991) proposed a widely used classification of parenting styles: authoritative, authoritarian, neglectful, and indulgent. Among these four styles, authoritative parenting generally results in more positive academic outcomes compared to the others (Winsler et al., 2009). Research by Hayek, Schneider, Lahoud, Tueni, and Vries (2022) on students aged 15-18 at private schools in Lebanon indicates that authoritative parenting is associated with academic achievement. Authoritative parenting is perceived to have a positive relationship with academic performance (Carlo et al., 2018; Fitri, Masyithoh, 2023; Sumirat, 2023; Wulandari, Fahmawati, 2023).

The presence of authoritative parenting is also perceived to have a positive relationship with students' psychological capacity concerning academic success (Howard et al., 2019). Parenting styles and parental involvement in the school environment can motivate students, enhance cognitive abilities, and lead to better academic performance (Davila et al., 2021). In addition to authoritative parenting, other research indicates that self-regulated learning (SRL) plays a crucial role in achieving optimal learning outcomes (Davisson et al., 2021).

Self-regulated learning helps in understanding the metacognitive skills essential for independent learning and academic success (Rivers et al., 2022; Chen, 2022). Self-regulated learning is influenced by parenting styles, where active parental involvement in a child's school tasks can boost the child's confidence in their abilities (Brooks, 2011; Suud et al., 2024). Parenting styles can also affect a child's perception of their ability to handle learning difficulties, which in turn fosters effort, perseverance, and enhances the learning process (Wigfield et al., 2007).

Authoritative parenting, characterized by effective emotional support and involvement from parents, can foster the development of self-regulated learning in children (Saa'da, 2021). When parents demonstrate self-regulated learning processes, such as planning, goal-setting, and self-evaluation, they indirectly

contribute to the enhancement of their child's self-regulated learning (Geduld, 2024). Self-regulated learning (SRL) was introduced by Zimmerman (1989) as a learning process in which individuals can set goals and actively monitor, regulate, and control their cognition, motivation, and behavior to achieve these goals in accordance with their environmental conditions (Zubaidah, 2020). SRL helps students manage their goals and learning processes. The presence of SRL has been shown to advance students' learning outcomes (Li et al., 2018; Jansen, 2021; Firdaus et al., 2021). Furthermore, effective SRL enhances academic performance in schools (Ergen & Kenadli, 2017; Tanti et al., 2020; Putrie, 2021). High levels of self-regulated learning in students not only assist them in having clear goals for their desired life (Karaca et al., 2023) but also provide them with the ability to monitor their progress and address potential setbacks (Zimmerman, 2000).

Based on previous literature reviews in several private junior high schools in Yogyakarta, researchers found that some students still lacked strong self-regulated learning (SRL) abilities, as seen by behaviors such as a lack of discipline in completing assignments, failure to submit homework, frequent lateness to school, cheating on tasks, and low grades during semester assessments (Utami et al., 2020; Susilo & Kurniawan, 2020). Muthia and Anggereini (2023) found that students at this level still exhibit deficiencies in SRL, as indicated by a lack of student engagement during classroom learning, as well as insufficient activity and independence in their studies. This condition arises because students have not yet grasped the importance of SRL in their learning, leading to suboptimal learning outcomes (Rahayu & Imami, 2022).

Putrie (2021) conducted a study on the impact of students' self-regulated learning (SRL) on academic performance in grade VIII. The research, which included all 233 students in grade VIII, demonstrated that SRL positively influences academic achievement. The study found a positive correlation between SRL and students' academic performance (Firdaus et al., 2021; Sari et al., 2023; Alam & Mohanty, 2024).

Self-regulated learning (SRL) and academic performance are related to the parenting styles provided by parents (Caplan, 1992; Schunk, 2018). Amani et al. (2019) investigated the relationship between parenting styles and academic performance, with SRL serving as a mediator. The study found that authoritative parenting and SRL together accounted for 36% of the variance in academic performance. Additionally, authoritative parenting had a 26% influence on SRL.

Authoritative parenting, which involves emotional support and clear expectations, can enhance a child's internal motivation to regulate their learning processes. Supportive parenting creates an environment that fosters the development of a child's self-confidence and metacognitive skills, ultimately contributing to better academic achievement (Nasution & Suharian, 2020; Prastiwi et al., 2024). Hence, self-regulated learning is related to authoritative parenting and academic performance (Chotimah & Nurmufida, 2020).

Authoritative parenting has a positive relationship with students' academic performance through the enhancement of self-regulated learning in academic life (Abar et al., 2009; Amani et al., 2019; Wai, 2021). Self-regulated learning acts as a mediator that bridges the relationship between authoritative parenting and academic performance, where authoritative parenting can enhance self-regulated learning, which in turn improves learning outcomes.

Psychologically, authoritative parenting creates an environment that supports the development of self-confidence and intrinsic motivation, as well as skills for managing emotions and stress, all of which contribute to adolescents' ability to regulate their learning processes more effectively (Aguirre-Dávila et al., 2021). With consistent support from authoritative parenting, students can better develop self-regulated learning strategies, which, in turn, can improve their academic outcomes (Amani et al., 2019; Wai, 2021).

Although many previous studies have explored the relationship between parenting styles and academic achievement (Amani et al., 2019; Yang & Zhao, 2020; Sopiah et al., 2021; Wai, 2021), there remains a gap in the in-depth examination of the mediating role of self-regulated learning (SRL) within the context of education in Indonesia, particularly among students in Depok. This study aims to address this gap with a more specific approach, investigating how self-regulated learning acts as a mediator between authoritative parenting and academic achievement among junior high school students in Depok District.

The novelty of this study lies in the exploration of self-regulated learning as a mediator and the role of authoritative parenting within the context of education in Indonesia, particularly among junior high school students. By considering the cultural context of Yogyakarta in Depok District, known as an educational city, this study examines how the education system in Indonesia influences parenting styles and academic achievement among junior high school students. Additionally, this study takes into account the transitional phase experienced by junior high school students as they face academic challenges at higher levels of education.

This topic is important to discuss in Indonesia, as it is highly relevant given the still relatively low graduation rates at the junior high school level. Focusing on the Depok District in Yogyakarta, this study involves local factors such as parenting styles, students' self-regulated learning abilities, and academic achievement as measured by report card grades. The inclusion of these factors allows this study to provide deeper insights into the dynamics that influence academic performance among students in the Depok District.

This study is also relevant in the Islamic context, as the majority of the population in the Depok District is Muslim (Koesbianto, 2023). By understanding the influence of parenting styles within the framework of Islamic values, this research can contribute to the development of better educational methods that are more aligned with the religious context of the students (Ru'iya et al., 2023; Zulfatmi, 2023). This approach is also in line with the principles of Islamic

education, which emphasize the important role of parents in educating children and creating a conducive learning environment (Umroh, 2019; Adilla et al., 2020; Syahid & Kamaruddin, 2020).

Based on the explanation above, the focus of this research is to examine whether self-regulated learning acts as a mediator in the relationship between authoritative parenting and academic achievement. This study is expected to make a significant contribution to strengthening existing theories and providing new insights in the field of educational psychology. This study hypothesizes that self-regulated learning functions as a mediator in the relationship between authoritative parenting and academic achievement, meaning that authoritative parenting can enhance self-regulated learning, which in turn will improve students' academic performance.

METHODS

Research Design

This study used a quantitative approach with a survey method. Hypothesis testing in this research was conducted using the PROCESS macro in SPSS, developed by Preacher and Hayes (2008). PROCESS was chosen because it is specifically designed for mediation analysis and can provide significant testing results.

Research Respondents

This study involved junior high school students in Depok District, Sleman Regency, Special Region of Yogyakarta. The population for this research consists of 15 schools in Depok District. The sampling technique used was cluster random sampling, which was chosen due to the large size of the population. The process of cluster random sampling involves dividing the population into several groups, called "clusters," which are then randomly selected (Sugiyono, 2020).

The process is as follows: first, the cluster sampling (junior high schools) was conducted using simple random sampling with a ratio of 20% based on the 15 clusters in the population, resulting in the selection of 3 clusters as samples. The randomization of the clusters was assisted by a spinner wheel on wheelofnames.com, which was accessed online. The three selected clusters were SMP 1 Depok, SMP Angkasa Adisutjipto, and SMP Muhammadiyah 3 Depok. Next, proportional allocation was used to determine the sample size for each selected cluster, applying the Slovin formula (Adhikari, 2021). As a result, a sample of 303 students was obtained.

$$n = \frac{N}{1 + N\,(e)^2}$$

$$n = \frac{n}{1 + N\,(e)^2} = \frac{1255}{1 + 1255\,(1255)^2} = \frac{1255}{4{,}1375} = 303{,}3$$

$$= 303 \text{ respondents}$$

Measurement Instruments

The measurement used the self-regulated learning scale developed by Wardah (2023) based on the theory proposed by Zimmerman (1989). The reason for using the scale developed by Wardah (2023) is that it is in Indonesian and is relevant to the local cultural and social context. Content validity testing of the self-regulated learning scale was conducted using Wardah's (2023) validity test, which applied Aiken's V formula and confirmed that all items were valid. The aspects of self-regulated learning examined include metacognition, motivation, and behavior. Reliability testing using Cronbach's alpha yielded a value of 0.879, indicating high reliability, which means the scale is considered reliable.

The authoritative parenting scale used in this study was developed by Siswandani (2018) based on Baumrind's theory (1966). The choice of using the scale developed by Siswandi (2018) was due to its use of the Indonesian language and its relevance to the local cultural and social context. Content validity testing of the authoritative parenting scale was conducted using Siswandi's (2018) validity test, which employed the correlation coefficient technique between the total item scores. All items met the criterion threshold for the total item score (r) of 0.3. The dimensions of authoritative parenting include responsiveness and demandingness. Reliability testing of this scale using Cronbach's alpha yielded a value of 0.862, indicating high reliability, meaning that the scale is considered reliable.

Academic achievement was measured using report card grades, which encompass three main aspects: cognitive, affective, and psychomotor. The measurement of academic performance is based on the results achieved throughout the learning process. The cognitive aspect includes scores from exams and assignments, while the affective aspect relates to students' attitudes, interests, and engagement in the learning process. The psychomotor aspect includes practical skills acquired by students, such as those demonstrated in laboratory practices or physical activities. These three aspects are reflected in the report card grades students received during the 2023/2024 academic year.

Data Analysis

The data in this study will be analyzed using regression analysis with the PROCESS macro in SPSS, developed by Preacher and Hayes (2008), to statistically examine the mediation effects among self-regulated learning, authoritative parenting, and learning achievement. Before conducting the data analysis, prerequisite tests will be performed, including tests for normality, heteroscedasticity, and multicollinearity, all of which have met the required criteria.

RESULT AND DISCUSSION

Result

This study was conducted in junior high schools within the Depok sub-district of

Sleman Regency. The respondents for this research were 303 students from the 7th and 8th grades. The table below provides a detailed demographic breakdown of the number of students by grade and originating junior high school.

Table 1. Respondent Demographic Data

Characteristics	Amount	Percentage
Gender		
Male	145	48%
Female	158	52%
Totally	**303**	**100%**
Class		
VII	154	51%
VIII	149	49%
Totally	**303**	**100%**
School Origin		
SMPN 1 Depok	139	46%
SMP Angkasa Adisutjipto	75	25%
SMP Muhammadiyah 3 Depok	89	29%
Totally	**303**	**100%**

Based on Table 1, it can be seen that the 303 respondents are evenly distributed in terms of gender, grade level, and school origin. In terms of gender, there are 145 male respondents (48%) and 158 female respondents (52%), indicating a distribution that is not perfectly balanced. Regarding grade level, the respondents are from grades VII and VIII, with 154 respondents (51%) from grade VII and 149 respondents (49%) from grade VIII. Meanwhile, the respondents' schools vary, with the majority coming from SMPN 1 Depok, accounting for 139 respondents (46%), followed by SMP Muhammadiyah 3 Depok with 89 respondents (29%), and SMP Angkasa Adisutjipto, contributing 75 respondents (25%). These data provide an overview of a relatively balanced distribution in terms of gender and grade level, as well as a diverse representation of school origins, which can enrich the research findings.

The descriptive analysis of the variables under investigation reveals interesting results regarding the percentage distribution of each variable. The authoritative parenting style variable, which refers to a parenting approach that emphasizes a balance between control and support, shows a very high percentage of 55.4%. The majority of students perceive an authoritative parenting style in their upbringing. On the other hand, the self-regulated learning variable, which describes an individual's ability to independently and effectively manage their learning process, also shows a high percentage of 45.5%. Many students possess strong learning skills and are able to manage their learning independently. Meanwhile, the academic achievement variable, which measures the academic performance or learning outcomes achieved, also demonstrates a very favorable percentage of 59.1%, reflecting good academic achievement among the students. The following is a grouping of these variables:

Table 2. Categorization of Authoritative Parenting Variables

No.	Score	Amount	Category	Percentage
1	X ≤ 38,5	1	Very low	0,3%
2	38,5 < X ≤ 49,5	1	Low	0,3%
3	49,5 < X ≤ 60,5	21	Moderate	6,9%
4	60,5 < X < 71,5	112	High	37%
5	X > 71,5	168	Very high	55,4%
	Totally	**303**		**100%**

Based on the data presented in Table 2, out of a total of 303 junior high school students in Depok Regency, 168 students were found to exhibit an authoritative parenting style at a very high level, accounting for 55.4% of the total sample. Additionally, 112 students demonstrated a highly authoritative parenting style, representing 37% of the sample. A total of 21 students showed a moderate authoritative parenting style, or 6.9%. In contrast, 1 student exhibited a low authoritative parenting style, making up 0.3%, and 1 student showed a very low authoritative parenting style, also 0.3%. From this data, it can be concluded that the majority of junior high school students in Depok Regency experience a very high level of authoritative parenting. Most parents in Depok tend to apply a firmer and more structured parenting approach, with a higher level of supervision over their children's development. This condition may influence the formation of character and behavior in students within the school environment.

Table 3. Categorization of Self-regulated Learning Variables

No.	Score	Amount	Category	Percentage
1	X ≤ 40,25	0	Very low	0%
2	40,25 < X ≤ 51,75	0	Low	0%
3	51,75 < X ≤ 63,25	31	Moderate	10,2%
4	63,25 < X < 74,75	134	high	44,2%
5	X > 74,75	138	Very high	45,5%
	Totally	**303**		**100%**

Based on the data presented in Table 3, out of a total of 303 junior high school students in Depok Regency, it was found that 138 students exhibited self-regulated learning at a very high level, accounting for 45.5% of the total sample. Additionally, 134 students demonstrated high self-regulated learning, representing 44.2%. A total of 31 students showed moderate self-regulated learning, which corresponds to 10.2%. Furthermore, no students were categorized as having low self-regulated learning, which is 0%, and no students were classified in the very low self-regulated learning category, also 0%. Thus, the majority of junior high school students in Depok Regency exhibit a very high level of self-regulated learning. Most students possess the ability to manage and regulate their learning process independently, including aspects such as planning, monitoring, and self-evaluation, which may contribute to an overall improvement in the quality of their learning.

Table 4. Categorization of Academic Achievement

No.	Score	Amount	Category	Percentage
1	X ≤ 60	21	Need guidance	6,9%
2	61 < X ≤ 70	33	Adequate	10,9%
3	71 < X ≤ 80	70	Good	23,1%
4	X > 81	179	Very good	59,1%
	Totally	**303**		**100%**

The categorization of academic achievement is based on the 2013 Curriculum set by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemdikbudristek) (Anggraena et al., 2022). Based on the data presented in Table 4, out of a total of 303 junior high school students in Depok Regency, it was found that 179 students had academic achievement in the very good category, accounting for 59.1% of the total sample. Furthermore, 70 students demonstrated good academic achievement, representing 23.1%. A total of 33 students showed adequate academic achievement, corresponding to 10.9%. Additionally, 21 students had academic achievement that fell into the category of needing guidance, making up 6.9%. Thus, the majority of junior high school students in Depok Regency have academic achievement in the very good category, indicating that most students are already demonstrating optimal learning outcomes. At the same time, only a small proportion of students require additional attention to improve their academic performance.

Subsequently, a normality test was performed on the variables of authoritative parenting, self-regulated learning, and academic achievement to determine whether the population data followed a normal distribution. The One-Sample Kolmogorov-Smirnov test was employed for this analysis. The results indicated that all three variables were normally distributed, with the following asymptotic significance values:

Table 5. Results of the Normality Test

		Unstandardized Residual
N		303
Normal Parameters	Mean	.0000000
	Std. Deviation	3.50769445
Most Extreme Differences	Absolute	.032
	Positive	.032
	Negative	-.021
Kolmogorov-Smirnov		.032
Asym.Sig		.200

Next, a heteroscedasticity test was conducted to assess the variability of residuals in the regression analysis. Heteroscedasticity is considered a problem if present, so the absence of this condition is desirable. A significance value (Sig) greater than 0.05 indicates no heteroscedasticity. The results showed that both the authoritative parenting and self-regulated learning variables did not exhibit heteroscedasticity.

Table 6. Results of the Heteroscedasticity Test

Variable	Sig	Description
Authoritative Parenting	.520	No heteroscedasticity was detected
Self-regulated learning	.064	No heteroscedasticity was detected

Next, a multicollinearity test was conducted to evaluate whether each variable in the regression model is correlated with others. If the variables are not interrelated, the regression model is considered to be robust and free from multicollinearity. A tolerance value greater than 0.10 indicates the absence of multicollinearity, while a Variance Inflation Factor (VIF) value less than 10.00 also suggests no multicollinearity. The results showed that both the authoritative parenting and self-regulated learning variables did not exhibit multicollinearity.

Table 7. Results of the Multicollinearity Test

Variable	Coefficients		Keterangan
	Tolerance	VIF	
Authoritative Parenting	.682	1.466	No multicollinearity was detected
Self-regulated learning	.682	1.466	

Next, a hypothesis test was conducted to determine whether self-regulated learning could mediate the relationship between authoritative parenting and students' academic achievement. The results indicate that self-regulated learning can serve as a mediator between authoritative parenting and academic achievement, which is demonstrated further through hypothesis testing based on paths c, a, b, and c′ as follows:

Analysis of the effect of authoritative parenting on academic achievement (Path c)

The results of the test examining the effect of authoritative parenting on academic achievement are shown in the Table 8. Based on the output from Table 8, the total effect of authoritative parenting (X) on academic achievement (Y) is presented. This total effect is calculated by summing the direct effect with the indirect effect, which is represented as path a + (a*b). The coefficient for the total effect is 0.4181 with a significance level of 0.000, indicating that $p < 0,05$. This result demonstrates a significant effect along path c, or ($c \neq 0$).

Table 8. Significance of path c

	Coeff	P
Authoritative Parenting	.4181	.0000

Outcome Variable Academic Achievement

Analysis of the effect of authoritative parenting on self-regulated learning (Path α)

The results of the test examining the effect of authoritative parenting on self-regulated learning are shown in Table 9. Based on the output from the Table 9, which shows the effect of authoritative parenting (X) on self-regulated learning

(M), the coefficient for path α is 0.5970 with a significance level of 0.000. It indicates p < 0,05, demonstrating that there is a significant effect of authoritative parenting on self-regulated learning, or (a≠0).

Table 9. Significance of Path α

	Coeff	P
Authoritative Parenting	.5970	.0000

Outcome Variable self-regulated learning

Analysis of the effects of authoritative parenting and self-regulated learning on academic achievement (Paths b and c)

The results of the test examining the effect of authoritative parenting on academic achievement through self-regulated learning are shown in the Table 10. Based on the output from the table 10, it is shown that: Path b has a coefficient of 0.2814 with a significance level of 0.000, indicating p < 0,05. This result demonstrates a significant effect of self-regulated learning (M) on academic achievement (Y) through path b. Path c' has a coefficient of 0.2501 with a significance level of 0.000, also indicating p < 0,05. This finding shows a significant effect of authoritative parenting (X) on academic achievement (Y) through path c'.

Table 10. Significance of paths b and c

	Coeff	P
Self-regulated learning	.2814	.0000
Authoritative Parenting	.2501	.0000

Outcome Variable Academic Achievement

Referring to the guidelines by Baron and Kenny (1986), the results from the analysis of the four paths indicate the presence of mediation. Specifically, the coefficient for path c is higher at 0.4181 compared to path c', which is lower at 0.2501. The decrease in the regression coefficient from c to c' demonstrates the existence of partial mediation. This hypothesis test confirms that self-regulated learning serves as a partial mediator in the relationship between authoritative parenting and academic achievement.

Further analysis was conducted on the distribution of academic performance within each gender group to examine student academic achievement based on gender (male and female). The results of the analysis indicate no significant difference in academic achievement between male and female students. The explanation for this finding can be seen in Table 11.

Table 11. Group Statistics

	Gender	N	Means	Std. Deviation	Std. Error Means
Academic achievement	Male	145	78.57	8.785	.730
	Female	158	80.05	9.069	.721

Based on Table 11, the number of academic achievement data for male students is 145, while for female students, it is 158. The average academic achievement score for female students is 80.05, slightly higher than 78.57 for male students, with a greater variation in scores among females, as indicated by the data above. Although both groups have nearly identical standard errors of the mean, suggesting a similar level of confidence in estimating the population mean, whether this difference is considered statistically significant or not must be interpreted from the independent samples t-test, as can be seen in Table 12.

Table 12. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	**Sig**	**t**	**df**	**Sig (2- tailed)**
Academic achievement	Equal variances assusmed	.637	.426	-1.439	301	.151
	Equal variances not assusmed			-1.441	300.112	.151

Based on Table 12, the Sig. value from Levene's Test for Equality of Variances is 0.426 > 0.05. The variance between male and female students is homogeneous or equal. In the "Equal variances assumed" section, the Sig. (2-tailed) value is 0.151 > 0.05. Thus, there is no significant difference in academic achievement between male and female students, suggesting that their academic performance is relatively similar. Permata et al. (2022) found no significant differences in academic achievement between male and female students. Although they may have different learning styles, both genders show similar academic performance and no significant differences based on gender.

Discussion

Based on the analysis, both authoritative parenting and self-regulated learning had a positive impact on academic achievement. The study also indicated that self-regulated learning functioned as a mediator in the relationship between authoritative parenting and academic achievement. Therefore, authoritative parenting and self-regulated learning are predicted to influence academic achievement. If a student exhibits effective authoritative parenting and strong self-regulated learning abilities, their academic performance will likely improve.

The positive influence is evident from the significance of the relationship between authoritative parenting and academic achievement, which indicates that an increase in authoritative parenting is associated with an improvement in students' academic performance. This finding is consistent with the study by Lukman et al. (2024), showing that authoritative parenting has a significant positive relationship with students' academic achievement compared to other parenting styles. Parents who implement effective parenting styles, such as authoritative parenting, are considered one of the external factors that influence

students' academic performance (Kadir, 2020), as positive parenting can enhance students' attitudes, which in turn affects their motivation to achieve good grades and ultimately impacts their academic outcomes (Hayek et al., 2022).

Authoritative parenting, characterized by high demands coupled with responsive support, is believed to positively influence children's academic outcomes (Rao & Wang, 2023). Consistently, authoritative parenting has been shown to have a positive relationship with improved academic performance compared to other parenting styles (Yang & Zhao, 2020) due to the balance between firm control and emotional support provided by parents, which creates a stable and supportive learning environment for the child (Howard et al., 2019).

The positive impact is evident from the significance of the relationship between authoritative parenting and self-regulated learning. Higher levels of authoritative parenting are associated with increased self-regulated learning in students. This finding is consistent with Žerak et al. (2023), whose research showed that students who experienced authoritative teaching and parenting exhibited significant improvements in self-regulated learning. Therefore, authoritative parenting has a notable influence on students' self-regulated learning (Wulandari & Swandi, 2020). This effect is attributed to the fact that parents who implement authoritative parenting provide support that fosters the child's independence and self-confidence, which in turn enhances their self-regulated learning abilities.

Some students inevitably encounter difficulties in school learning, such as challenges in understanding and a lack of effective learning strategies. The presence of self-regulated learning equips students with the ability to develop good learning strategies (Sudinadji & Kumaidi, 2019). It ensures that they engage in goal-oriented activities during their studies (Hidayat et al., 2020). Therefore, self-regulated learning is crucial for every student to possess.

Parents are the closest individuals to students and have a significant impact on self-regulated learning and overall student development (Froiland & Worrell, 2017; Valcan et al., 2018). This influence arises because parental involvement can indirectly stimulate self-regulated learning by guiding and motivating students (Thomas et al., 2019). In addition, parents who are actively involved in providing emotional and academic support tend to help students develop skills in self-regulated learning, such as planning, time management, and task completion (Brooks, 2011). With this support, students can become more confident in facing academic challenges, as well as learn to regulate and monitor their learning process more independently.

Geduld (2024) found that parents who implement authoritative parenting, combined with quality education and favorable socio-economic status, can foster good self-regulated learning in their children. Parents who are actively involved in their child's education, such as by providing encouragement and motivation, will positively impact the child's academic performance (Muljana et al., 2021). The positive effect is evident from the significance of the relationship between

self-regulated learning and academic achievement, indicating that higher levels of self-regulated learning are associated with better academic performance. This finding aligns with the research conducted by Handayani dan Sholikhah (2021), which also revealed that self-regulated learning has a positive impact on students' academic achievement.

Students' academic achievement is influenced by two factors: external and internal factors (Furqan et al., 2023). External factors include elements outside the student, such as the environment, support from family, and peer interactions. Internal factors encompass aspects within the student, such as mindset, motivation, learning styles, and self-regulated learning (Fadilah et al., 2021). These two factors influence each other, where external support can strengthen internal aspects, such as students' motivation and learning skills, which in turn enhance academic achievement.

From a metacognitive perspective, self-regulated learning facilitates self-management by enabling students to plan, organize, instruct themselves, monitor their progress, and evaluate their performance (Anggraeni et al., 2024). This process of self-regulation is significantly correlated with students' academic outcomes (Shing & Rameli, 2020). Similar findings have been reported in other studies, which also demonstrate a significant positive impact of self-regulated learning on academic achievement (Yahaya et al., 2020; Istiqomah et al., 2022).

The positive effect is evident from the significance of self-regulated learning as a mediator between authoritative parenting and academic achievement. Self-regulated learning significantly mediates the relationship between authoritative parenting and academic achievement (Diana, 2021). This finding is consistent with the study by Amani et al. (2018), which demonstrated that authoritative parenting has a significant impact on academic achievement, with self-regulated learning serving as a mediating variable in the relationship between authoritative parenting and academic achievement. Amani et al. (2018) conducted their research with female sixth-grade students in Iran. The main difference in this study is its location in Indonesia, with a sample of junior high school students who are at a transitional stage towards higher education (senior high school). During this period, self-regulated learning skills become crucial in helping junior high school students meet academic demands. This study provides insight into how authoritative parenting can shape effective self-regulated learning habits during this phase, which, in turn, positively impacts students' academic achievement.

Students with good academic achievement often benefit from the parenting they receive. As such, parenting can positively impact their learning abilities and overall development (Sanders et al., 2021; Nurmawati, et al., 2022). Specifically, authoritative parenting has a positive effect on self-regulated learning, which in turn helps students achieve better academic performance (Theresya et al., 2018). In conclusion, authoritative parenting plays an important role in all aspects of student development, including academic achievement. In this context, self-

regulated learning is also crucial for managing the learning strategies employed by students. Self-regulated learning can function as a mediator between authoritative parenting and students' academic achievement. The positive effect of authoritative parenting on academic performance can be realized through an improvement in self-regulated learning skills. In other words, as both authoritative parenting and self-regulated learning increase, they indirectly contribute to enhancing students' academic achievement.

However, a limitation of this study is that it focuses solely on the authoritative parenting style without including the other three parenting styles proposed by Baumrind (1991), authoritarian, neglectful, and indulgent parenting, despite the fact that all four parenting styles have the potential to impact student development and academic achievement in different ways.

CONCLUSIONS

Based on the research findings outlined above, self-regulated learning acts as a mediating variable in the relationship between authoritative parenting and academic achievement among junior high school students in the Depok District. The reduction in the regression coefficient from path c to path c' indicates partial mediation, suggesting that although authoritative parenting has a direct influence on academic achievement, this influence is strengthened when accompanied by better self-regulated learning skills in students.

These findings have important implications for teaching practices in schools. Schools could consider integrating authoritative parenting into educational policies, both through training programs for parents and efforts to create a learning environment that supports the development of self-regulated learning in students. Authoritative parenting, which emphasizes a balance between clear control and emotional support, can help students develop better learning skills, which, in turn, will enhance their academic achievement. Furthermore, collaboration between schools and parents is crucial for creating an atmosphere that facilitates independent learning habits, which have proven to be a key factor in achieving optimal academic outcomes.

Although this study provides insights into the role of self-regulated learning in the relationship between authoritative parenting and academic achievement, there are still many aspects that require further exploration. Future research could expand this study by involving different age groups and broader geographical areas to determine whether these findings are consistent among students at higher education levels or in different regions. Additionally, further studies could explore the influence of other variables, such as social support or emotional factors, on students' academic achievement. Understanding other factors that affect student learning will provide a more comprehensive view of how to create an optimal environment to enhance overall academic performance.

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