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The Role of Parental Social Support and Self-Efficacy in Encouraging the Learning Independence of Elementary School Students

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Abstract

Student learning independence presents a significant challenge, as numerous students exhibit an undue dependence on peers or instructors and a deficiency in motivation for self-directed learning. This study examines the development of learning autonomy in fourth-grade students at public elementary schools in relation to self-efficacy and parental support. This study used an ex post facto design and quantitative methodology, with a sample of 150 students drawn from a population of 228, using the Taro Yamane formula at a 5% significance level. Data was collected using validated and reliable questionnaires, and normality and linearity were assessed prior to hypothesis testing using Pearson correlation. The findings revealed a significant positive correlation between self-efficacy and learning independence (r = 0.249) and between parental support and learning independence (r = 0.431). The determination coefficient of 0.272 indicates that the combined influence of self-efficacy and parental support is more significantly associated with learning independence (r = 0.521), accounting for 27.2% of the variance in students' learning independence. The findings provide empirical evidence of the synergistic impact in elementary education settings, implying that increasing students' self-efficacy and parental engagement can significantly improve learning autonomy.

INTRODUCTION

Background of the Study

Article 3 of Law No. 20 of 2003 outlines the principal objectives of education as the enhancement of national character, the cultivation of individual competencies, and the advancement of a dignified

civilisation. This fortifies the ethical and cognitive underpinnings of societal advancement (Safitri et al., 2021). Education significantly impacts both individual and collective development. Sari et al., (2018) assert that a robust educational system cultivates competent, skilled, and self-reliant individuals, thereby enhancing human capital and driving societal advancement and national prosperity. Consequently, it is essential to implement a dynamic pedagogical approach that is engaging, intellectually stimulating, and promotes self-directed learning (Popovych et al., 2025). This approach promotes student engagement by offering opportunities for creativity, initiative, and self-directed growth, customised to each student's distinct abilities, interests, and developmental requirements (López-Vargas et al., 2025).

Promoting learner autonomy is a fundamental objective of contemporary pedagogy as it diminishes dependence on direct instructional support and empowers students with the skills necessary for lifelong independent learning (Permatasari et al., 2022). In this context, self-regulation denotes students' capacity to strategize, implement, and critically assess their academic behaviours while adjusting to evolving conditions (Anindyta & Suwarjo, 2014). The notion of learning independence is based on three interrelated concepts: self-regulated learning (the capacity to autonomously manage cognitive and metacognitive processes), self-regulated thinking (the ability to oversee and adjust intellectual strategies), and self-directed learning. Aprilia et al. (2017) assert that these frameworks prioritise systematic planning, observation, and regulation of cognitive and affective processes during the execution of academic tasks.

The terms independent and learning connect to the concept of learning autonomy. Independence refers to an individual's capacity to self-govern and regulate their actions in alignment with their developmental phase (Saefuddin et al., 2022). Learning independence in an educational context pertains to students' capacity to engage actively in their education, driven by an intrinsic motivation to develop skills (Laksana & Hadijah, 2019). This indicates that students exhibit initiative, accountability, and analytical skills in their academic pursuits while functioning autonomously and without excessive dependence on others (Razzaq et al., 2024). Prior investigations utilising a Student Needs Questionnaire Septinityas et al. (2022) identified notable concerns: 109 students (3.21%) confessed to academic dishonesty, 107 (3.15%) exhibited a deficiency in self-confidence, 77 (2.27%) encountered difficulties in identifying effective learning strategies, 88 (2.59%) demonstrated an inability to act autonomously, and 96 (2.83%) struggled to recognise their capabilities without guidance. These findings underscore the constraints in students' self-regulated learning capabilities.

Learning independence is influenced by both internal and external factors (Sugianto et al., 2020). The internal factors influencing a student include self-concept (confidence in their abilities), motivation (desire to learn), and attitude (willingness to accept responsibility for their education). It is externally influenced by environmental factors (both physical and social), community (peer and societal norms), educational institutions (teaching methodologies and support), and family (parental engagement). A student's capacity for independence relies on both intrinsic and extrinsic support (Raman et al., 2024; Orakci, 2025). Parental guidance is essential; children exhibit increased motivation and autonomy in their learning when parents foster decision-making, encourage initiative, and underscore responsibility (Tutpai & Suharto, 2017; Al-Dhaimat etal., 2020).

A crucial factor affecting students' ability to learn independently is self-efficacy. Bandura states that self-efficacy is the conviction in one's ability to proficiently organise and execute the requisite steps to accomplish particular tasks (Mufidah et al., 2022; Ji et al., 2025). It also entails possessing confidence in one's capacity to navigate and adjust to various challenging circumstances that may occur in life (Karmila & Raudhoh, 2020; Salvo-Garrido et al., 2024). Students exhibiting elevated self-efficacy display remarkable academic resilience, characterised by their capacity to endure challenging learning circumstances without succumbing to frustration or rapidly losing interest. These students

demonstrate characteristics of highly autonomous learners, including consistent motivation, perseverance in problem-solving, and successful task completion. Research indicates that individuals with elevated self-efficacy are more inclined to effectively self-regulate their learning, master challenging content, and attain academic success (Zagoto, 2019; Wu et al., 2024).

Problem of The Study

Students' ability to arrange activities autonomously, actively engage in lifelong learning, assume responsibility for their academic outcomes, think critically and independently, and display confidence in adversity exemplifies the acquisition of independence (Azmi et al., 2018). Tep et al. (2021) asserts that this idea is closely associated with students' capacity to organise, direct, and regulate their behaviour as social entities, resulting in an active and autonomous learning process. Observations and interviews reveal several indicators of low learning independence among students, including a high incidence of academic dishonesty, an inability to complete assignments independently, a failure to understand tasks assigned by teachers, and excessive dependence on teacher guidance. The achievement of educational goals is considerably obstructed by these circumstances.

Self-efficacy is the belief in one's ability to organise and perform the actions required to exhibit specified competencies. It encompasses an individual's assessment of their ability to complete tasks, achieve goals, and generate desired results (Chen & Cheng, 2023; Zee 2024). In an academic context, self-efficacy denotes a student's confidence in their ability to initiate and complete assignments punctually and with the desired outcomes. Mahmudi and Suroso (2014) assert that this perspective extends to their confidence in executing certain learning tasks and surmounting related obstacles. Observations and interviews in educational settings indicate various problems with student self-efficacy. These concerns encompass a propensity to reject assistance or struggle with challenges when confronted with difficult tasks, a continual requirement for direction throughout learning activities and task execution, and an absence of initiative in ensuring assignments are done to a high standard. The family is an important social component for the successful implementation of education. One way to accomplish this is to establish links between families and educational institutions (Darmayanti & Wibowo 2014). Parental support, in particular, produces significant benefits, including improved academic achievement, increased student motivation to attend classes, and the development of a strong sense of self-confidence and responsibility (Arar et al., 2016).

Empirical evidence and research show that promoting student autonomy in learning is critical for meeting educational objectives and improving learning outcomes. Classroom observations show that students frequently engage in passive behaviour, limiting their participation to simply listening. Students demonstrate a lack of motivation and accountability, as evidenced by their procrastination in submitting work, careless attitude towards assignments, and absence of seriousness. Some students struggle to complete and submit homework assignments on time as assigned by their instructors. Furthermore, some students exhibit a clear inability to distinguish between individual and group assignments, resulting in instances of academic dishonesty, including plagiarism.

The interviews with educators reveal a wide range of external factors that impede students' ability to learn independently. This includes the socioeconomic challenges faced by students from middle- to lower-income families, dysfunctional familial structures (such as fractured homes), and parents' demanding work schedules. As a result, students' ability to learn independently is limited, necessitating the implementation of targeted interventions to address these shortcomings. Furthermore, it is critical to examine the relationship between student self-efficacy, parental social support, and learning autonomy. These elements are critical for improving students' self-esteem and ability to navigate the learning process effectively. This type of support can help students develop effective learning strategies, resulting in more meaningful and lasting educational experiences.

Research's State of the Art

The independence addressed in this paper refers to learning autonomy. Achieving independence requires education within one's capabilities. The acquisition of independence stems from diligent effort inherent in human nature, encompassing the comprehension of one's own capabilities. The efficacy of the educational system relies on fostering autonomy in learning. Students exhibiting elevated degrees of learning autonomy generally attain superior educational results and can proficiently manage, assess, and structure their study timetables (Kusumawati & Lestari, 2022). These students can cultivate efficient study techniques and participate in autonomous learning endeavours (Yuniarti et al., 2022).

Consistent practice fosters autonomy. Students are required to assimilate and generalise the information they have collected (Lastriningsih, 2017). Various techniques, especially self-management and personal planning, enhance learning autonomy (Muhardis, 2023). Educators can foster autonomous learning by offering engaging and distinctive resources, delivering information in a clear and captivating manner, incentivising students, establishing interactive learning environments, cultivating supportive conditions, and acknowledging students while offering constructive feedback for their development (Rifky, 2020; Kalinowski et al., 2024).

Sa'idah and Laksmiwati (2017) define social support as encompassing verbal or nonverbal information, practical assistance, advice, and behavioural support from individuals within one's social network. It may manifest as emotional presence or behaviour that offers psychological advantages and affects the recipient's conduct. Parental social support profoundly influences children's psychological learning experiences. When parents offer active support, children are more inclined to engage with learning enthusiastically and with motivation, as they recognise that their education is a collective objective. Academic performance, whether favourable or unfavourable, significantly influences children's future study habits (Usman et al., 2021). Sani (2019) asserts that social support confers various advantages, including: (1) enhanced productivity in academic and professional endeavours; (2) improved psychological well-being and adaptability via a sense of belonging; (3) a fortified sense of self-identity, elevated self-esteem, and diminished stress; and (4) the promotion of physical health and proficient management of stress and pressure.

Self-efficacy denotes a student's confidence in their capacity to fulfil academic tasks within designated time limits and attain particular results. It illustrates a person's confidence in their capacity to accomplish particular learning activities and tasks (Mahmudi & Suroso, 2014). Self-efficacy is a crucial element of education as it indirectly enhances the cognitive processes related to decision-making. Conversely, students with low self-efficacy are more prone to disengagement, capitulation to challenges, and a deficiency in perseverance (Hidayat et al., 2022). To cultivate self-regulated learners who exhibit greater confidence, motivation, and engagement in their studies, it is essential to enhance academic self-efficacy (Nauvalia, 2021).

This study examines the interplay between parental social support, student self-efficacy, and learning independence among primary school students. Parental social support, encompassing informational, esteem, instrumental, emotional, physical, and psychological dimensions, significantly fosters learning independence, enhances self-confidence, and supports students' physical and psychological well-being. Likewise, student self-efficacy bolsters academic autonomy by enabling students to undertake academic tasks with greater proficiency and independence. Learning independence, conceptualised as an intrinsic motivation to engage in learning confidently without external assistance, is shaped by internal factors, notably self-efficacy, and external factors, such as parental social support. The originality of this study lies in its endeavour to elucidate the relationships between parental social support, self-efficacy, and learning independence within the context of primary education.

Gap Study & Objective

This paper addresses the lack of research on the specific influence of parental social support on learning independence in primary school children, as well as the limited integration of social support and self-efficacy in this setting. Though few research has examined the relationship of self-efficacy and learning independence, it is well acknowledged that both of these factors are significant for learning attitudes and motivation. Thus, the purpose of this study is to investigate how parental social support and self-efficacy affect learning independence in primary school children, as well as to elucidate the synergistic relationship between these variables in developing such independence. The findings are intended to give useful insights for teachers and parents in maximising external components (social support) and internal elements (self-efficacy) to nurture their kids' learning independence.

According to Yudha and Suwarjo (2014), students with high self-efficacy participate more in class discussions, socialise more freely, demonstrate confidence in their abilities, and welcome criticism from both teachers and peers during learning activities. However, investigations and interviews conducted in schools reveal continued obstacles in supporting learning autonomy. Many students lack awareness when carrying out assignments, rely on professors to complete them, and have insufficient motivation to overcome learning hurdles. In addition to internal factors such as self-efficacy, external circumstances have a significant impact on students' learning autonomy. Handayani (2018) and Ingwarni (2018) found that deliberately produced learning resources can increase student autonomy. Parental social support stands out as an important component of this system. Such support, which includes counsel, instructional materials, and emotional and informational motivation, has been shown to greatly increase learning autonomy (Tutpai & Suharto, 2017; Darmayanti & Wibowo, 2014; Park & Holloway, 2017).

METHOD

Type and Design

This study employed an ex post facto research design to investigate cause-and-effect relationships without altering any variables. The identification of these correlations relies on theoretical frameworks asserting that one variable affects another (Samsu, 2021). This study employs a quantitative methodology to clarify the phenomenon under investigation, analysing numerical data to produce knowledge (Samsu, 2021). The study seeks to examine the correlations between the dependent variable, student learning independence, and the independent variables, parental social support and student self-efficacy.

Data and Data Sources

This study, conducted from September 2023 to August 2024, occurs in public primary schools across the Gondokusuman District of Yogyakarta City, Special Region of Yogyakarta. The study population comprises fourth-grade students attending six A-grade accredited public primary schools in the Gondokusuman District for the 2023/2024 academic year. The Indonesian Fundamental Education Data (DAPODIK) indicates a total of 228 fourth-grade students distributed among these institutions. The Taro Yamane formula, utilising a 5% margin of error, yields a sample size of 150 students for this research. The employed sampling technique is proportional random sampling, a form of probability sampling. This method guarantees that all students, irrespective of stratification, possess an equal opportunity for selection by proportionally allocating samples based on each school's population size.

Data Collection Technique

This research employs a multi-method approach to gather data, incorporating interviews, observations, and questionnaires. The questionnaire employs a Likert scale to systematically collect

data on student self-efficacy, parental social support, and learning independence, functioning as a non-testing instrument. The influence of parental social support on students' self-efficacy and learning autonomy is assessed through observations, focussing on metrics such as their ability to organise learning activities and complete assignments independently. Semi-structured teacher interviews are employed to gain insights into educators' perspectives on students' self-efficacy and parental engagement in their education. All instruments are developed in collaboration with specialists to ensure their applicability and accuracy in measuring the studied variables. A scale utilising four primary indicators—self-confidence, active learning, academic task discipline, and accountability for learning outcomes—evaluates learning independence. The parental social support tool is informed by Sarafino and Smith's (2011) framework, which encompasses both instrumental support (including material aid, financial resources, and learning facilities) and emotional support (comprising communication, affection, praise, and emotional regulation). Bandura's (1997) three-dimensional model for assessing self-efficacy encompasses task difficulty perception (magnitude), individual confidence in abilities (strength), and the applicability of these confidence beliefs across various contexts (generality).

Table 1. Results of Instrument Validity Test

Research Questionnaire	Number of Items Before Trial	Number of Items After Trial	Number of Invalid/Discarded Items
Parental Social Support	21 items	21 items	0 items
Self-Efficacy	21 items	21 items	0 items
Learning Independence	30 items	30 items	0 items

Instrument Validity

Table 1 indicates that the parental social support instrument comprised 21 items before the pilot test and maintained all 21 items post-trial, with no items eliminated. Similarly, the self-efficacy instrument initially comprised 21 items, all of which were preserved following the pilot test, with none eliminated. The learning independence instrument comprised 30 items before the pilot test, and all 30 items persisted post-trial, indicating that none were eliminated.

Instrument Reliability

Table 2. Results of the Instrument Reliability Test

Variable	Number of Items	*Cronbach's Alpha*	Description
Parental Social Support (X1)	21	0.790	Reliable
Self-Efficacy (X2)	21	0.800	Reliable
Learning Independence (Y)	30	0.874	Reliable

Table 2 shows the reliability statistics for the research instruments, with Cronbach's alpha values of 0.790 for the parental social support instrument, 0.800 for the self-efficacy instrument, and 0.874 for the learning independence instrument.

Data Analysis

The data analysis process encompasses several rigorous stages. Initially, descriptive statistics are computed using IBM SPSS Statistics 27 to summarise the data, deriving measures such as the mean, median, and standard deviation. Subsequently, prerequisite diagnostic tests are conducted to confirm the validity of analytical assumptions. These include evaluating data normality using the Kolmogorov-Smirnov test at a significance level of $\alpha = 0.05$, assessing linearity through analysis of variance (ANOVA),

and examining multicollinearity and heteroscedasticity to ensure compliance with linear regression assumptions. Finally, correlation or regression analysis is performed within the same software to test hypotheses regarding the relationships among parental social support, student self-efficacy, and learning independence in primary school students.

RESULTS

Descriptive Statistical Analysis

To better understand the characteristics of the data collected for this study, a descriptive statistical analysis was performed. This analysis seeks to provide a comprehensive picture of the distribution of key variables—parental social support, self-efficacy, and learning independence—among participants. The following section presents findings related to parental social support, emphasizing the variation among the 150 students surveyed.

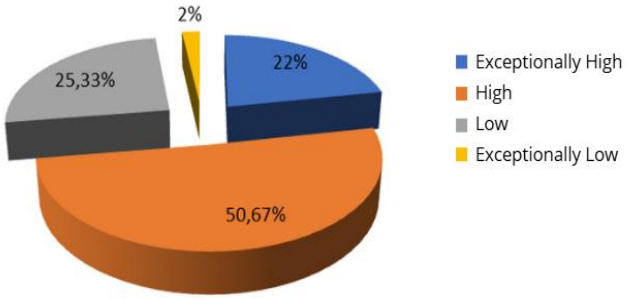

Figure 1. Percentage Diagram of Parental Social Support

Figure 1 depicts the allocation of parental social support among 150 student participants. A majority, consisting of 50.7% (76 students), indicated substantial parental social support. Low levels were recorded in 25.3% (38 students), whereas 22.0% (33 students) reported very high levels. A minor fraction, 2.0% (3 students), encountered minimal parental social support.

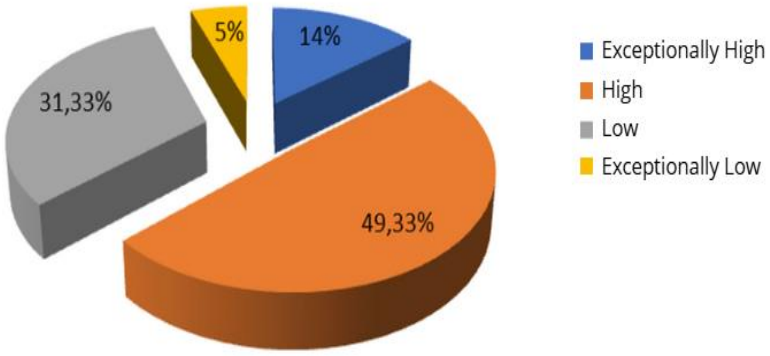

Figure 2. Percentage Diagram of Self-Efficacy

Figure 2 illustrates the distribution of self-efficacy among 150 student participants. The majority, 49.3% (74 students), displayed high self-efficacy, followed by 31.3% (47 students) with low self-efficacy. A smaller cohort, 14.0% (21 students), reported very high self-efficacy, while 5.0% (8 students) exhibited very low self-efficacy.

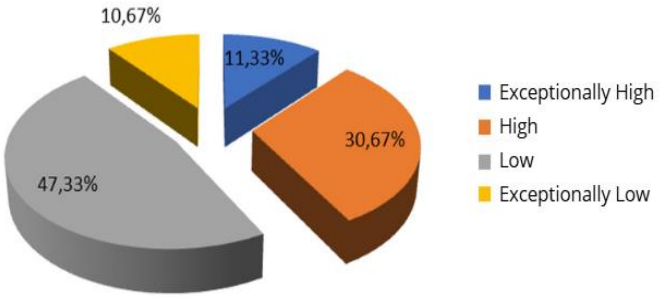

Figure 3. Percentage Diagram of Learning Independence

Figure 3 illustrates the distribution of learning independence among 150 student participants. The majority, 47.3% (71 students), exhibited low levels of learning independence, followed by 30.7% (46 students) with high levels. A smaller cohort, 11.3% (17 students), demonstrated very high levels, while 10.7% (16 students) displayed very low levels.

Classical Assumption Test

The normality test in regression analysis assesses whether the model's residuals conform to a normal distribution, signifying a robust regression model. Normality is established with an asymptotic significance value of ≥0.05, signifying normally distributed residuals. A value below 0.05 signifies a non-normal distribution. The provided Table 3 displays the outcomes of the one-sample Kolmogorov-Smirnov test.

Table 3. Results of the Normality Test

Variabel	Asymp. Significance Value	Description
Parental Social Support	0.738	Normal
Self-Efficacy	0.244	Normal
Learning Independence	0.187	Normal

The outcomes of normality assessments, presented in Table 3, reveal that the asymptotic significance values for parental social support (0.738), self-efficacy (0.244), and learning independence (0.187) all surpass 0.05. The findings confirm the normal distributions of the three variables. The objective of the linearity test is to ascertain whether two variables exhibit a significant linear correlation. A relationship is classified as linear if the significance value for the deviation from linearity exceeds 0.05; otherwise, it is classified as non-linear. The results of the specific linearity test are presented in the Table 4.

Table 4. Results of the Linearity Test

Variabel	Sig. Value of Deviation from Linearity	Description
Learning Independence and Parental Social Support	0.060	Linear
Learning Independence and Self-Efficacy	0.444	Linear

The linearity test results indicate a significance value of 0.444 for self-efficacy and 0.060 for learning independence in relation to parental social support, as presented in the accompanying table. All variables exhibit a linear correlation, as both values exceed 0.05. The multicollinearity test evaluates the extent of correlation among independent variables in a regression model. The Variance

Inflation Factor (VIF) and the tolerance value are utilised for this assessment. Multicollinearity is not present when the tolerance value exceeds 0.10 or the VIF value is below 10.00. The subsequent Table 5 details the multicollinearity test outcomes for the independent variables.

Table 5. Results of the Multicollinearity Test

Variabel	Colinearity Statistics		Description
	Tolerance	VIF	
Learning Independence and Parental Social Support	0.870	1.150	No multicollinearity occurred.
Learning Independence and Self-Efficacy	0.870	1.150	No multicollinearity occurred.

The multicollinearity test results presented in the table above indicate the absence of multicollinearity, as the tolerance values for each variable are equal to and exceed 0.10. Moreover, the VIF value for each variable is below 10.00, signifying the lack of multicollinearity.

Heteroskedasticity arises when the variance is not constant. The heteroskedasticity test assesses whether the conventional assumption of heteroskedasticity—that is, the disparity of residual variance among all observations in a regression model—has been breached. Heteroskedasticity arises when the computed significance (Sig) is below 0.05, while it is absent when the computed Sig exceeds 0.05. The subsequent Table 6 the outcomes of the heteroskedasticity examination.

Table 6. Results of the Heteroskedasticity Test

Variabel	Nilai Sig.	Description
Learning Independence and Parental Social Support	0.528	No Heteroscedasticity occurred
Learning Independence and Self-Efficacy	0.566	No Heteroscedasticity occurred

The heteroskedasticity test results indicate that all variables have significance values greater than 0.05, signifying the lack of heteroskedasticity in the study's variables.

Hypothesis Testing

Product moment correlation analysis was utilised to investigate the relationships among parental social support (X1), self-efficacy (X2), and student learning independence (Y), both separately and in conjunction. A correlation is validated if the computed r-value surpasses the critical r-table value, thereby corroborating the hypothesis. An r-value lower than the r-table value signifies an absence of a significant relationship. The comprehensive outcomes of the hypothesis testing are presented in the accompanying Table 7.

Table 7. Results of Hypothesis Testing

Correlation Between Variables	r-calculated	r-table	R^2	Description
Parental Social Support and Learning Independence	0.431	0.159	0.272	Related
Self-Efficacy and Learning Independence	0.429	0.159		Related
Parental Social Support and Self-Efficacy, and Learning Independence	0.521	0.159		Related

The analysis of the data reveals that the correlation coefficient (r) for the relationship between parental social support (X1) and student learning independence (Y) is 0.431, surpassing the critical r-

table value of 0.159. This indicates a significant positive partial relationship between parental social support (X1) and learning independence (Y), thereby supporting hypothesis H1. Similarly, the r-value for the relationship between self-efficacy (X2) and learning independence (Y) is 0.429, also exceeding the r-table value of 0.159, confirming a significant positive partial relationship and supporting hypothesis H2. For the simultaneous relationship, the r-value for parental social support (X1) and self-efficacy (X2) with learning independence (Y) is 0.521, which exceeds the r-table value of 0.159, demonstrating a significant positive collective relationship and supporting hypothesis H3. Additionally, the coefficient of determination (R^2) for the combined influence of parental social support (X1) and self-efficacy (X2) on learning independence (Y) is 0.272, indicating that these variables explain 27.2% of the variance in student learning independence (Y).

DISCUSSIONS

The Relationship Between Parental Social Support and Learning Independence

This study's initial hypothesis testing established a significant positive correlation between parental social support and learning independence. Normality and linearity tests, conducted prior to a product moment correlation analysis examining the relationship between self-efficacy and learning independence, confirmed the data's normal distribution and linear relationships. Qualitative interviews with fourth-grade teachers corroborated the quantitative results, revealing that students who receive parental affection, praise, and practical support demonstrate greater learning independence. These insights reinforce the statistical findings and highlight the broader impact of parental support beyond correlation coefficients (Guo et al., 2025; Tinnes-Vigne et al., 2025).

Subsequent hypothesis testing identified a significant positive relationship between self-efficacy and learning independence, with a Pearson correlation coefficient of 0.431 surpassing the critical value of 0.159 (Silva et al., 2014). This suggests that strong parental social support—expressed through affection, praise, emotional guidance, effective communication, and practical assistance—promotes learning independence, while insufficient support is linked to behaviours that may hinder it. These results are consistent with Tutpai and Suharto (2017), who reported a positive link between parental social support and learning independence. Supportive parental behaviours, such as affection, praise, clear communication, emotional support, and tangible assistance, markedly enhance students' self-confidence, engagement, discipline, and responsibility in their learning (Hashemian et al., 2024; Dermitzaki, 2025).

Parents, as their children's primary educators, are instrumental in cultivating learning independence. The relationship between parental social support and learning independence is grounded in parenting practices that foster autonomy, self-reliance, and problem-solving skills. Parental involvement, encompassing both emotional and practical support, is widely recognised as vital for nurturing student autonomy (Gamlem et al., 2024). Moreover, this study's findings on the linkage between self-efficacy and learning independence align with Bandura's (1997) self-efficacy theory, which underscores the role of self-confidence in promoting independent behaviours. This research offers practical insights by demonstrating how parental support and self-efficacy collaboratively enhance students' capacity for independent learning. Unlike studies focused solely on academic outcomes, this investigation highlights the synergistic influence of emotional and instrumental parental support in fostering learning independence, with significant implications for educators and parents (Mammack et al., 2024).

The Relationship Between Self-Efficacy and Learning Independence

This study explored the validity, applicability, and efficacy of the relationship between self-efficacy and learning independence. Descriptive analysis identified a robust correlation between

students' self-efficacy and learning independence, both typically at moderate levels. On the self-efficacy scale, the strength dimension recorded the highest mean, driven by indicators of perseverance in task completion. For learning independence, the motivational dimension yielded the highest mean, with self-confidence and self-attribution as key indicators.

A Pearson product-moment correlation analysis, preceded by normality and linearity tests, was conducted to substantiate the relationship between self-efficacy and learning independence. These tests confirmed the data's normal distribution and linear relationships, ensuring the robustness of the statistical analysis. Hypothesis testing established a significant positive correlation between self-efficacy and learning independence, with a Pearson correlation coefficient of 0.429 surpassing the critical value of 0.159. This suggests that students with high self-efficacy exhibit constructive behaviours and confidence in their abilities, enhancing their independent learning. Conversely, low self-efficacy is associated with self-doubt, potentially impairing learning independence.

To explore practical implications, interviews with fourth-grade teachers were conducted to complement the quantitative findings. Teachers reported that students with high self-efficacy exhibited greater learning independence and perseverance in task completion. Conversely, those with low self-efficacy displayed reduced confidence and greater reliance on external support when encountering academic challenges. These observations align with the quantitative data, affirming the practical significance of nurturing self-efficacy to enhance learning independence in educational contexts. Regarding efficacy, the findings suggest that interventions promoting self-efficacy—through praise, encouragement, and opportunities for task success—effectively foster learning independence (Jaipal-Jamani, 2024; Yuliawan et al., 2024).

The results corroborate Septinityas et al. (2022), who investigated 172 eighth-grade students at SMP Negeri 31 Semarang. Their study similarly confirmed a positive correlation between self-efficacy and learning independence, with higher self-efficacy linked to greater independence, and vice versa. They highlighted that students with strong self-efficacy are better equipped to navigate obstacles, and that task-specific outcomes significantly shape independent learning behaviours. Despite differing educational levels, both studies consistently identify self-efficacy as a pivotal factor in cultivating learning independence. This consistency across contexts reinforces the validity and relevance of the findings, underscoring the importance of strategies to enhance self-efficacy across various stages of student development.

The Relationship Between Social Support, Self-Efficacy, and Learning Independence

This study explored the validity, applicability, and efficacy of the relationship between social support, self-efficacy, and learning independence. Hypothesis testing revealed a significant positive correlation between social support and self-efficacy with learning independence, evidenced by a Pearson product-moment correlation coefficient of 0.521, surpassing the critical value of 0.159. This indicates that students with robust social support and high self-efficacy exhibit enhanced learning independence, whereas those with limited support and low self-efficacy display behaviours less conducive to independent learning.

Normality and linearity tests confirmed the data's normal distribution and linear relationships, ensuring the robustness of the correlation analysis. The coefficient of determination (R^2) of 0.272 shows that social support (X1) and self-efficacy (X2) collectively explain 27.2% of the variance in learning independence (Y), suggesting a moderate influence alongside other factors. Practical insights were gained through interviews with fourth-grade teachers, who reported that students receiving emotional encouragement, guidance, and practical support from their social environment—particularly family and school—combined with high self-efficacy, demonstrated greater autonomy and motivation in learning. These students consistently completed tasks independently and exhibited strong problem-solving abilities, reinforcing the practical value of fostering social support and self-efficacy to promote learning independence.

Concerning efficacy, the findings demonstrate that interventions simultaneously enhancing students' self-efficacy and social support systems significantly foster learning independence. These interventions could include parental workshops to refine support strategies, alongside classroom practices designed to strengthen students' confidence in their abilities. The results are consistent with Permatasari et al. (2022), who examined 238 accounting students at vocational high schools in Bandung Raya. Their study similarly confirmed a positive impact of self-efficacy and social support on learning independence. Despite differences in educational level and subject focus, both studies underscore the pivotal role of internal (self-efficacy) and external (social support) factors in promoting independent learning behaviours. This consistency across contexts highlights the universal importance of cultivating social support and self-efficacy across educational levels and disciplines. Such alignment affirms the efficacy of these factors as key drivers of learning independence and underscores the necessity of targeted interventions in diverse educational settings.

CONCLUSION

This study's originality and contribution lie in providing empirical evidence of a significant positive correlation between parental social support, self-efficacy, and learning independence among fourth-grade primary school pupils in Gondokusuman District. It enriches the literature by underscoring the profound influence of internal (self-efficacy) and external (social support) factors on learning independence at the primary level. The research's innovation stems from its integrated analysis of social and psychological variables within primary education, an area less explored than secondary or higher education. The study's limitations include its narrow geographical scope, confined to a single district, and the relatively homogenous respondent profile in terms of educational level and cultural background, which limits the generalisability of the findings to broader or more diverse populations. Future research should expand the geographical and demographic scope, incorporate participants from varied backgrounds, and examine additional factors influencing learning independence, such as intrinsic motivation, learning styles, or school-based support. The findings highlight the critical role of parental social support and self-efficacy in fostering learning independence from an early age. Schools and parents should collaborate to create environments that enhance students' self-confidence and encourage positive social engagement. It is recommended that schools establish parental training programmes to strengthen skills in providing emotional and practical support, and design learning activities that promote self-efficacy through task-oriented approaches and recognition of effort, rather than focusing solely on outcomes.

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