

Self-Regulated Learning Of Junior High School Students In The Middle of Parental Phubbing Phenomenon

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ABSTRACT

Students who are in junior high school are students who are in the transition period from childhood to adolescence. During this period, they have many difficult problems to overcome such as intelligence, physical appearance, skills, social status, identity crisis, or related to special talents they have. So, at this time the role of the family, especially parents, is really needed. To be able to have good learning achievements in the study they should have their own self regulated learning. However, in this technological era, it is not uncommon to see parents who pay more attention to their cellphones when they are with their children and tend not to give their children their full attention. This phenomenon is called parental phubbing. This research is aim to explore about how students can continue to strive to achieve an understanding of learning amidst a lack of attention from parents or how self-regulated learning of junior high school students amidst the Parental Phubbing Phenomenon. The method used in this research is a qualitative method and used data collection techniques by interviewing two participants. The results of this research are self-regulated learning for junior high school students in the middle of the parental phubbing phenomenon has almost positive results. However, the two participants have different levels of self-regulated learning, and then there are several factors that can influence self-regulated learning in junior high school students amidst the parental phubbing phenomenon, namely extracurricular or school activities, family togetherness and the absence of coercion as external factors. Beside that, self-acceptance, self-awareness, curiosity, independence, the existence of goals or hopes are internal factors.

Keywords: Self-Regulated Learning, Parental Phubbing, Junior High School Student.

Introduction

Education is an important aspect of life where through education individuals can develop potential, have skills and build character that can contribute to personal and social progress. In the process, providing education is not easy because it has quite diverse problems, including differences in character in each individual in understanding education, especially in the learning process. The existence of educational psychology is important because educational psychology provides an understanding of how individuals learn and remember information.

According to Nurliani (2016) educational psychology studies what conditions affect a person's learning process. According to Nursyaidah (2014) in the learning process there are several things that can influence, namely external and internal factors. In external factors there is the influence of parents. Parents must pay attention to their children while studying and provide direction so that children can be orderly in studying. However, in the current era of technological development, of course, it has many impacts on behavior, especially on the behavior of dependence on smartphones.

In fact, not a few parents are more focused on using smartphones than interacting with their children. Based on the results of research by Mulyaningrum and Kusumaningrum (2022), it shows the high use of smartphones in adults. In addition, according to He, Zhao, Wei, and Huang (2022) in the results of the National Parent Child Relationship Report survey, 51.8% of parents currently prioritize playing with their cellphones when with their children rather than using time to build togetherness with their children. This situation is called the parental phubbing phenomenon. According to Harianti (2023) Parental phubbing is a phenomenon that is currently widespread in connection with technological developments. Parents tend to ignore their children and pay more attention to cellphones. This is certainly different from the previous understanding of the importance of the role of parents in accompanying children's learning process. According to He, Zhao, Wei and Huang (2022) parental phubbing has an impact on the learning process. This is due to the lack of closeness between parents and children and low self-control.

This becomes even more of a problem when parents think that children can solve their own learning problems. This often happens to children who are in junior high school (SMP). It is not uncommon for parents to think that junior high school students are able to learn on their own because they are considered more mature. In fact, junior high school students have a desire to continue to receive guidance from their parents where junior high school students are in the early teenage phase. Students who are in junior high school are students who are in the transition period from childhood to adolescence. In general, junior high school students range in age from 13-15 years. According to Santrock (2002), transitional development from childhood to early adulthood begins at the age of 10 to 12 years and ends at the age of 18 to 22 years. According to Papalia and Olds (2008) adolescence is a period of developmental transition between childhood and adulthood which contains major physical, cognitive and psychosocial changes.

During this period of adolescence they have many difficult problem to overcome. Due to their inability to deal with their own problems in the way they believe, they end up finding that the solutions are not always in line with their expectations. Mostly, junior high school students are in the early adolescent development stage between the ages of 12-15 years and are in a transitional period where initially part of their life was given to them by their parents and part of it was the result of their own efforts. According to Meriyati (2015), there are several characteristics of junior high school children, including a tendency for ambivalence between the desire to be alone and in groups and also the desire to be free from parents with the need for guidance and direction from parents. So it can be concluded, although the character of junior high school children has a tendency for

ambivalence, parents are expected to continue to provide direction and guidance in the learning process, especially in the midst of the current parental phubbing phenomenon because the role of parents is important in the child's learning process. According to Putri, Handayani and Akbar (2020), parental involvement will affect the success of children's learning.

In this phase, Ali and Asrori (2006) stated that because adolescents are in the transition period between childhood and adulthood, the status of adolescents is somewhat blurred, both for themselves and their environment. Not infrequently, they have experienced a decline in academic achievement. According to Gunarsa (2010), several adolescent problems can occur related to several aspects such as intelligence, physical appearance, skills, social status, identity crisis, or related to special talents they have. So, at this time the role of the family, especially parents, is really needed. Based on research by Veronika, Gutji and Sekonda (2022), parental attention greatly influences children's learning discipline. Another opinion was also put forward by Ningsih and Dafit (2021) who stated that parents have a role in the success of children's education. Based on previous research, it can be concluded that success in learning is not only influenced by oneself but also by the role of parents. However, in this technological era, it is not uncommon to see parents who pay more attention to their cellphones when they are with their children and tend not to give their children their full attention.

Based on the results of a brief interview with a junior high school student with the initials R, several problems were revealed, such as the subject did not have a regular study schedule and that made the subject not understand the lesson material he was studying. The subject also felt the need for support from his family, especially his parents, in his learning process. The subject rarely studied at home because there was no order to study from his parents and chose to do it himself as best he could overnight and ask his friends the next day. Because of that, the subject's grades were not good and the subject felt that he did not understand the lesson material. The most common thing that happened was problems related to school. So, at this time, support was really needed from peers, teachers and also family, especially parents. Likewise, with the results of the observations carried out, student R also seemed not to have a closeness with his parents and only talked on a few occasions. Likewise, his parents played more on their cellphones and were indifferent to any activities carried out by R.

Based on the interview, it can be concluded that R has no self regulated so researchers are interested to research about self-regulated learning. Self-regulated learning according to Zimmerman (1989) is the action of acquiring information and skills independently. Based on the definition above, Self Regulated Learning is an important thing that junior high school students should have when it comes in the middle of the parental phubbing phenomenon. Self-regulaed learning is not only used as a provision to become a lifelong learner, but has other impacts that can directly affect understanding of learning materials.

According to Titik (2016), the positive impact of self-regulated learning is improving academic achievement, disciplined behavior and improving work performance, improving multitasking skills and having a positive impact on adolescent development. On the other hand, there are negative impacts if students do not have good self-regulated learning.

According to Nugroho, Asri and Kadafi (2022), students who have low self-regulated learning will have difficulty managing themselves due to their low sense of responsibility and independence in learning. Therefore, self-regulated learning has an urgency that is quite interesting to study, especially in situations where the phenomenon of parental phubbing occurs.

To be able to have good learning achievements amidst a lack of attention from parents, they should have their own motivation to keep studying. There are two possibilities when they experience a lack of attention from their parents, especially in the context of learning, namely, who study independently without needing to be accompanied or ordered by parents and who don't study at all. This is related to self-regulated learning in teenagers themselves. Based on the research results of Nugroho, Asri and Kadafi (2020), junior high school students have various self-regulation abilities in learning, some are high and some are low. This will affect their mindset and learning goals, so self-regulated learning in junior high school students still needs to be optimized. Thus, it can be concluded that self-regulated learning in junior high school children is not optimal. With the phenomenon of parental phubbing where parents focus more on their cellphones than with their children, researchers are interested in researching self-regulated learning in junior high school students in the middle of the parental phubbing phenomenon.

Methods

This research is research using qualitative methods. Qualitative methods are used to explore phenomena more deeply because the phenomena that occur are phenomena that can be said to be new. This research uses a phenomenological approach. Phenomenology is a method used to study symptoms or phenomena that occur. This theory emphasizes interpretative understanding or appreciation, where the behavior that appears in society is the realization of the individual's thoughts. This theory considers that reality is an expression made by someone from the results of their thoughts, so that this reality is interpretive and subjective (Sarwono, 2006). The sampling technique used in this study is purposive sampling. Purposive sampling is a data collection technique using certain samples (Sugiyono, 2022). Participants in this research were teenagers aged 10-15 years and junior high school students.

The data collection methods used in this research is interview. In this research, the interview method carried out by the researcher was a semi-structured interview which was freer in implementation compared to structured interviews. What researchers want to know is how teenagers can continue to make an effort to achieve an understanding of learning in the midst of a lack of attention from parents or how self-regulation in learning in junior high school students in the midst of the Parental Phubbing Phenomenon, what are the factors that influence it and how to improve self-regulation in learning in junior high school students in the midst of the Parental Phubbing Phenomenon.

Researchers can explore participants' problems more openly where participants are asked to provide opinions and answer according to the participant's condition. Researchers use

member checks to test the validity of the data obtained during the research.

The data analysis technique used in this research is the phenomenological data analysis technique according to Creswell (2015) with the following stages:

1. Initial stage: describe all recorded interview results in writing (verbatim transcript).
2. Horizontalization stage: from the results of the transcription (verbatim), the researcher selects important statements that are relevant to the topic.
3. Meaning unit generalization stage: classifying statements into themes or meaning units. According to Hasbiansyah (2008), in this stage there are two things done by the researcher, namely:
 - a) Textural description, in the textural description the researcher writes about what the individual or participant experienced.
 - b) Structural description, in the structural description the researcher writes how the phenomenon or theme raised was experienced by the participants. Researchers also look for reflections of participants' feelings based on participants' opinions, assessments, feelings and hopes.
4. Essence description stage, in this stage the researcher builds a descriptive description of the meaning and essence of the participant's experience.
5. Researchers report research results.

Results

The following are the results of interviews from this research with two participants.

1. First Participant

Participant 1 with the initials F is a 13 year old female teenager who is a junior high school student at a school in Banjar City. Based on the interview results, the results obtained are as below:

Table 1. Analysis Data First Participant

Horizontalitation	Meaning Unit	Essence
<i>"Dad likes to come home in the afternoon and if he doesn't come home too late at night, watch a film and have dinner together."</i>	External Factors: Family togetherness	Have quality time with family even if not often
<i>"yes, that's it, it's like a gathering but sometimes there are people holding cellphones too"</i>	Internal Factors: Understanding and not feeling any objection to parents' habit of playing with their cellphones even though F does not agree with his environment.	Participant (F) understands if parents hold a cellphone when they are with the family.
<i>"I don't agree, it's just like, maybe I have other things to do"</i>	External Factors: Even though you have family togetherness, you are distracted by playing with your	F's parents often use their cell phones so they are less focused on their surroundings, so F actually feels disturbed.

	cellphone.	
<i>"Yes, most people tell me to study, but usually it's okay if you don't study, hehe"</i>	External Factors: No coercion to learn	There is no firm command from parents regarding the learning process.
<i>"There is, hmm if I'm not too lazy, I usually study from 9 to 10 o'clock"</i>	Internal Factors: Participant F has awareness in learning	Having a regular study schedule
<i>"Yes, usually during the week we summarize our assignments."</i>		
<i>"Hmm, the thing is, tomorrow is Monday, so I might as well prepare for Monday so that in the afternoon and evening you can play or play on your cell phone as much as you like, hehe"</i>		
<i>"Just ask straight away"</i>	Internal Factors: Having a sense of curiosity	Participant F always asks and finds out for himself if there is material that he cannot understand
<i>"Go to a teacher if you still have a teacher, but if you don't have a teacher, just go to a friend"</i>		
<i>"Yes, usually I Google it, if it's not on Google, I go to YouTube, because sometimes I Google it too, usually from Brainly, sometimes I don't understand it either, that's why I go to YouTube."</i>		
<i>"I'm annoyed because I can't, that's why I asked, but let's just look for it yourself."</i>		
<i>"I hope to get good grades, above the minimum completeness criteria, and then I can get into SMA 1, my dream high school."</i>	Internal Factors: Having goals and hopes for the future	F has plans and dreams that he wants to achieve.
<i>"I want to enter the science department"</i>		
<i>"Because I want to be a doctor, and I want to go to college, right?"</i>		
<i>"Yes, I just try to study hard, try to get good grades so I can be accepted into SMA 1."</i>	Internal Factors: Having the effort to achieve one's dreams	Knowing what to do is to study hard to get good grades.

A participant F have quality time with their families. What is usually done with the family is watching films together when parents have free time and having dinner together. Even so, participants said that when they gathered together, their parents sometimes held or played with their cellphones for a long time, and the participants actually did not approve of this action.

In terms of studying, participants admitted that parents often ordered them to study

but never demanded that they study, so that when they ordered them to study, sometimes participants did not immediately study because their parents did not force them. Participant F said that his parents' busyness with their cell phones when they were together really disturbed their time together because their parents' attention was diverted to their cell phones. However, according to participant F, this could be explained by the possibility that their parents were busy or important because they were playing on their cell phones when they were together.

Besides that participant F is also a student who has a high sense of curiosity. According to participant F, when there is material that the participant does not understand, he will ask the teacher and friends directly or find out for himself by browsing. Participant F showed independence as demonstrated by a statement from participant F who said that if they were not helped in the learning process, participant F would look for answers or solutions independently. Participant F has hopes or goals in the near future. Participant F said that participant F wanted to become a doctor. This means that participant F already has a strategy or way to achieve his goals. Among them, participant F wanted to have better grades so that he could be accepted into his favorite high school, which according to participant F would make it easier for him to realize his dream of becoming a doctor. Participant F said that he had a definite goal that he wanted to achieve so that participant F had a strategy to achieve this goal by improving his learning to get good grades.

Based on the statement from participant F, it can be concluded that the external factors that influence self-regulated learning are activities at school, togetherness with family and no compulsion to study. Meanwhile, the internal factors that influence are self-acceptance of the environment, awareness of learning, independence and the participants' life goals. The efforts made by participants to improve self-regulated learning are by understanding what goals they want to achieve so they know what to do.

2. Second Participant

Participant 2 with the initials D is a 14 year old female teenager who is a junior high school student at a school in Banjar City. Based on the interview results, the results obtained are as below:

Table 1. Analysis Data First Participant

Horizontalitation	Meaning Unit	Essence
<i>"Ehm, when D studies, his parents play with their cellphones and D or something like that, he still plays with his cellphone"</i>	External Factors: Lack of togetherness	D feels that there is a lack of togetherness in his family.
<i>"Yes, actually D wants to joke around"</i>		

<i>together like that"</i>		
<i>"Because I'm not used to talking about it, it's like that, I'm not close enough."</i>		
<i>"Hmm, just like that, D, let's study"</i>	External factors: Lack of closeness with parents	D feels that his parents are indifferent, especially in the learning process.
<i>"I would ask the teacher if I still had him or ask to my friends ."</i>	Internal factors: D has a sense of curiosity	D has the initiative to understand the lesson material
<i>"Yes, if there is something you don't understand, just ask."</i>		
<i>"No, I usually do it myself."</i>	Internal factors: Independence in carrying out tasks	D tries to do the task alone
<i>"Nothing, Sis, at least if there is an assignment, there's a test or exam. "</i>	Internal factors: Not having a regular study schedule	D does not have a regular study schedule
<i>"I want to increase my grades again"</i>	Internal factors: D has goals and hopes for the future even though they are not specific.	D has hopes for his future although they are not very specific.
<i>"Yes, D must continue to study more diligently. If you play with your cellphone, be more obedient and have a schedule."</i>	Internal factors: D has made efforts to realize his hopes.	D has an effort to realize his hopes

Participant D has togetherness with his family where Participant D has a dinner schedule with his family. However, according to D, this is still not enough because being together at dinner does not provide enough attention for participant D. Participant D wants to be together with family and other activities. According to participant D, his parents will be busy with their own affairs. Participant D said that participant D's relationship with his parents was not close enough. Participant D is not used to telling stories to his parents. If participant D has a problem, participant D chooses to keep the problem to himself and if it is too painful, participant D prefers to tell it to his older sibling rather than to his parents. In the situation described by participant D, D's parents still often told D to study, but D's parents did not force D to study. So if participant D does not study after being ordered to study, then his parents do not force participant D to study.

Based on participant D's statement, it can be concluded that participant D does not feel lonely even though participant D feels there is a lack of togetherness in his family. Beside that, the absence of compulsion to learn is a factor that influences self-regulated learning for participant D. Even though participant D felt that togetherness in his family was lacking, participant D still accepted this situation by trying to understand his

family's condition. Participant D thinks parents often use cellphones because there are important things that need to be done.

In terms of academics, participant D is an active student and has quite good curiosity. Participant D will ask the teacher or friends if there is material they do not understand. Apart from that, D also has the desire to take lessons but is constrained by costs. This shows participant D's curiosity to understand the material in more detail. Beside that participants are independent individuals. This is shown by a statement from participant D who said that participant D more often looked for answers or solutions to their own task problems. Even though he sometimes asks his older sibling for help, participant D prefers to look for answers himself.

Even though participant D has a fairly good sense of curiosity, participant D does not have a regular schedule. Where according to participant D, he will only study if there is a test or exam the next day and only if there is an assignment. This may occur due to lack of attention and a relationship that is not very close with their parents. Participant D is someone who is obedient and quite introverted. This was shown by a statement from participant D who said that participant D would follow the rules of his parents, including when holding a cellphone. Participant D does have a schedule for playing with cellphones that has been determined by his parents. Apart from that, participant D is quite closed to his friends at school, participant D prefers to keep his problems to himself. Participant D has goals in the academic field where participant D said that participant D wants to improve his grades further so that he can make his parents proud.

Based on the statement from participant D, it can be concluded that participant D has good self-acceptance of the environment, independence, good curiosity, but participant D is a closed person and has goals that are not very specific. Participant D has goals in the academic field but they are not very clear or specific. Participant D's goal is to make his parents proud by having good grades. However, in achieving his goal, participant D said he had to study diligently, but participant D also did not have a regular study schedule.

Discussions

Based on the results of research data analysis, several factors were obtained that could influence self-regulated learning in the two participants.

1. External Factors

a) Family Togetherness

Based on the results of interviews with the two participants, the researcher found that the two participants had time to gather with their families. However, participant F has more activities to do with his family, not only at dinner but also has the activity

of watching films together if the participant's father has free time. Even though his parents sometimes tended to be busy playing on their cellphones when they were together. Apart from that, the parents of participant F also often ask about participant F's activities and events.

This is different from the situation of participant D. Participant D does have time with family, especially parents, but this rarely happens. After dinner, participant D's parents tend to be busy with their own activities, such as playing on their cell phones. According to participant D's statement, his parents played with cellphones for a long time. This made participant D actually feel objections and wanted attention from his parents. Participant D's parents also did not pay attention to participant D. Based on participant D's confession, participant D's parents never asked about participant D's daily life.

Based on research by Hapsari and Rusmawati (2015), it is stated that the higher the effectiveness of interpersonal communication between adolescents and parents, the higher the self-regulated learning. Conversely, the lower the effectiveness of interpersonal communication between adolescents and parents, the lower the self-regulated learning. So it can be concluded that family togetherness, especially in terms of communication, can have an influence on self-regulated learning.

b) No Coercion.

Based on the results of interviews with the two participants, the researcher found research findings where the two participants were not forced to study. So that both participants will learn according to the participants' wishes. According to Hardjo and Badjuri (in Adriani, 2018) stated that students will study seriously without being forced, which is expected to achieve high achievement. Thus, it can be concluded that the learning process or self-regulated learning can be influenced by the absence of coercion on children or students.

2. Internal Factors

a) Awareness to Learn

Based on the results of interviews conducted by researchers with participant F and participant D, the researchers found that the two participants had differences in their self-awareness for learning. This is shown by the differences in habits between the two participants. Participant F has a regular schedule for studying, thus it can be said that participant F has readiness and awareness of what must be done. Meanwhile, for participant D, this self-awareness did not appear considering that participant D did not have a regular study schedule and would only study when there were exams or assignments.

According to Iman (2022), the results of his research concluded that when students have high self-awareness and optimism, student self-regulation in learning will also be high. Thus, this shows that there are differences in the self-regulated learning of the two participants.

b) Curiosity

Based on the results of interviews with participant F and participant D, the researcher found findings that both participants had a good sense of curiosity. This is shown by the two participants always asking if there is material they cannot understand. Both participants were active students at school. Likewise, when in the home environment, when there is a task that cannot be done, both participants will try to find out the answer by asking siblings or parents, even though both participants are both more comfortable with their own answers.

According to Jannah et al (2021), from several previous studies, curiosity will make learning run smoothly and will make students' reasoning active which will be beneficial for themselves and others. Curiosity will attract students to continue learning and will make students become active observers even in simple things. Based on the explanation above, it can be concluded that curiosity will enable both participants to have the desire to learn continuously. This can be said to be able to increase self-regulated learning abilities.

c) Independence

Based on the results of interviews with the two participants, the researchers found research findings where both participants had good independence. This is shown by the two participants always trying to find answers themselves by browsing or studying the material independently without being accompanied by their parents. According to Permana (2021), independence is a person's attitude of responsibility by being aware of potential and wanting to develop it as a provision for the future. Apart from that, according to research conducted by Sari (2018), the results showed that independence is closely related to self-regulated learning, where without good independence, a person will have poor self-regulated learning.

d) Goals/Expectations

Based on the results of interviews with the two participants, the researchers found research findings, namely that the two researchers had goals for the future. However, according to the researchers, the goals of the two participants had quite subtle differences. Participant F has a definite goal where participant F knows what must be done to achieve his goal, namely becoming a doctor. Meanwhile, participant D had a less specific goal, where participant D said he wanted to get good grades but didn't have a plan and didn't know what to do.

Butler and Winne (in Fitriastuti, Mustami'ah and Arya, 2021) stated that goal orientation can strengthen self-regulated learning. They may face in achieving their goals, develop standards for the level of perfection in achieving goals, and evaluate the best way to achieve their goals. They have strategies for how they can achieve their goals and have strategies for correcting their mistakes and reorganizing themselves when the plans they make don't work. So, based on the explanation above, it can be concluded that whether a person has goals or not and how the individual understands his future goals can influence how the individual is in his

self-regulated learning process.

3. Efforts to Improve Self Regulated Learning

Based on the results of interviews with participant F and participant D, several findings can be found regarding efforts to improve self-regulated learning in the midst of the parental phubbing phenomenon, namely by setting goals for the future, understanding what must be done or formulating what must be done so that these goals are achieved and have consistent study time so that it can become a habit. This has little in common with research by Harahap (2023) which concluded that there are several things that can be done to improve self-regulated learning, namely self-evaluation, setting goals and planning strategies, taking action, and monitoring results.

Conclusion

Based on the research results, it can be concluded that self-regulated learning for junior high school students in the middle of the parental phubbing phenomenon has positive results where it actually makes participants more independent in the learning process. However, the two participants have different levels of self-regulated learning, where participant F can be said to have good self-regulated learning while participant D is quite good. This is shown by the difference in readiness in realizing the future goals of the two. Beside that, researchers found research findings where there are several factors that can influence self-regulated learning in junior high school students amidst the parental phubbing phenomenon, namely extracurricular or school activities, family togetherness and the absence of coercion as external factors. Beside that, awareness to learn, curiosity, independence, the existence of goals or hopes are internal factors. Efforts to improve self-regulated learning in junior high school students amidst the parental phubbing phenomenon are by setting goals for the future, understanding what must be done or formulating what must be done so that these goals are achieved and having consistent study time so that this can be achieved. habit.

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