

The Influence of E-Learning, The Role of Parents and Independence on Students' Self-Confidence in Pandemic

By

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Abstract

This study aims to determine the effect of online learning, the role of parents and independence on the self-confidence of students at South Tangerang City Senior High School students. The results showed that online learning (X1) had a significant effect on students' self-confidence. The hypothesis test was obtained by $t \text{ count} > t \text{ table}$ or $(10.320 > t \text{ table } 1.99)$, the role of parents (X2) had a significant effect on student self-confidence, hypothesis testing was obtained $t \text{ count} > t \text{ table}$ or $(5.052 > t \text{ table } 1.99)$, independence (X3) has a significant effect on student confidence testing the hypothesis obtained $t \text{ count} > t \text{ table}$ or $(5.122 > t \text{ table } 1.99)$ and simultaneously independence (X1), the role of parents (X2) and independence (X3) have a significant effect on students' confidence. The hypothesis testing obtained $F \text{ count} > F \text{ table}$ or $(39.700 > F \text{ table } 2.63)$.

Keywords: Online Learning, The role of parents, Independence, Confidence

Introduction

At the beginning of 2020, the World Health Organization (WHO) declared coronavirus disease 19 (Covid-19) a pandemic that has spread throughout the world. The central government has issued policies to reduce the spread of Covid-19, the Ministry of Education and Culture (Kemdikbud) responded by issuing a circular for the prevention of Covid-19 in education units. One of them is the study from home policy. This of course has a big impact on the development of student education, which is currently required to study independently, learn online (in the network). In implementing online learning, not a few students experience learning difficulties and parents are also required to accompany students in the online learning process. According to Riyana (2019: 1.14), online learning places more emphasis on the thoroughness and foresight of students in receiving and processing information presented online. The concept of online learning has the same concept as e-learning.

The role of parents in education is as an educator, motivator, facilitator and guide. Guidance means that parents are not only obliged to provide facilities, but parents must also

provide guidance on an ongoing basis. During online learning, there are many assignments given by the teacher, as a result, many students do not collect them, so the teacher must involve parents to remind their children to collect these assignments. Parents complained about several problems faced while students were studying at home, including too many assignments given. On the other hand, there are many teachers who have not optimized technology, while there are also many parents who are not technology literate. Based on BPS data (2020: 140) more than fifty percent (65.37%) of internet users are residents aged 19-49 years. And 34.63 percent of internet users are under 19 years old and over 50 years old. This indicates that the internet is a telecommunications technology that is becoming a trend, especially among the young population. By looking at the trends above, it shows that if the parents of students are over the age of 50 they are most likely to have difficulties in using the internet and are not technologically literate. This makes it difficult for parents or teachers to guide and educate their children.

Many obstacles are found in online learning, such as limited quotas, piling up of assignments, limited IT mastery, unstable network, late for school because they are not used to using online, and so on. This of course forces students to study independently so that these problems can be resolved, because the key to success in implementing online learning is increasing student learning independence.

Learning independence according to Hadi & Farida (2012) is a learning activity that takes place more driven by one's own abilities, own choices and self-responsibility in learning. Adolescents are said to have been able to learn independently when they have been able to carry out learning tasks without dependence on others. Basically, independence is the behavior of individuals who are able to take initiative, are able to overcome obstacles or problems, have self-confidence and can-do things on their own without the help of others. The phenomenon that occurs a lot among adolescents, both students and students, is that they are not able to be independent in learning, this is due to some negative habits, such as studying only before exams, truancy, cheating, and looking for leaks on exam questions. According to Pratiwi & Laksmiwati (2016), this phenomenon causes mental disorders that will continue when entering further education.

Independent learning itself is needed in the higher education system, because it will help individuals to learn actively. In addition to independence, self-confidence is one thing that should exist in students. Confidence plays an important role in student achievement in learning. Believing in your own abilities is one of the first steps to building self-confidence. However, students are often not confident, because parents often help their children in completing their assignments. In connection with the above problems regarding online learning, the role of parents and independence on student self-confidence, with that the authors are interested in researching the effect of online learning, parents, and independence on self-confidence in the midst of a pandemic.

Literature Review

Online Learning

Online learning or what is known as E-learning is learning that utilizes technology. According to Dimiyati (2018), online learning or what is known as e-learning is a form of using technology to support the distance teaching and learning process. This increases changes in learning styles that are increasingly rapid. Agusli & Azianah (2014) states that e-learning refers to learning that is supported via the web so that it can be carried out in the classroom as a

support for traditional teaching, in accessing e-learning can be done either at home or in the classroom, It can also be done in virtual classrooms, where all activities are carried out online and the class does not do it physically. Furthermore, according to Abdallah (2018) e-learning is a learning process in which the student learning process makes it easier for students to learn by utilizing the internet. Therefore, it allows students to learn new things easily because through e-learning they can obtain visualization so that learning using e-learning is an important part of student learning.

The Role of Parents

According to Gladden (2019), role is a set of behavior that is expected to be possessed by people who are located in society. Meanwhile, Hamalik (2016) states that a role is a certain pattern of behavior that is characteristic of all officers of a particular job or position. Lestari (2012) states the role of parents is the method used by parents with regard to views regarding the tasks that must be carried out in raising children. Hadi & Farida (2012) states that parents have an obligation and responsibility to care for, nurture, educate, and protect children.

Based on this understanding, it can be concluded that the role of parents is the method used to carry out tasks in caring for, educating, protecting, and preparing children for social life. The role of parents is very important in the development of children both from cognitive, effective and psychomotor aspects. In addition, the role of parents is also very important in the family.

Independence

According to Aziz Hussin (2018) learning independence is a learning activity that takes place more driven by their own will, their own choice, and their own responsibility from the learner. It can be understood that awareness of learning responsibility is one indicator of the desire or independence of students to learn. Meanwhile, according to I. Pratiwi & Widayati, (2012) independence is shown in several forms, namely; 1) Responsibility, namely the ability to assume responsibility, the ability to complete a task, be able to take responsibility for the results of their work, the ability to explain new roles, have principles about what is right and wrong in thinking and acting, 2) Autonomy, shown by doing one's own tasks, namely a condition indicated by actions taken on one's own will and not on others and not dependent on others and having self-confidence and the ability to take care of oneself, 3) Initiative, demonstrated by the ability to think and act creatively. 4) Self-control, shown by controlling actions and emotions, being able to overcome problems and the ability to see other people's points of view. Based on the opinions of several experts above, it can be concluded that independent learning is the willingness and ability to learn on their own initiative, with or without the help of other parties.

Confidence

According to Pamungkas et al., (2019) self-confidence is an individual's awareness of the strengths and abilities they have, believes in self-confidence, feels satisfied with himself both mentally and physically, can act in accordance with certainty and is able to control it in achieving the goals he hopes for. Based on in-depth observations made by Hakim (2002: 6), it will be seen that there are certain characteristics of people who have high self-confidence as follows: 1) Always be calm in dealing with something, 2) Have sufficient potential and ability, 3) Able to neutralize tensions that arise in various situations, 4) Able to adapt and communicate in various situations, 5) Have sufficient mental and physical conditions to support their appearance, 6) Have sufficient intelligence, 7) Have a formal education level sufficient, 8) Having expertise or other skills that support his life, 9) Having social skills, 10) Having a good family educational background, 11. Having life experiences that forge him mentally to

be strong and resistant in facing various trials of life. Confidence is the most important self-need for interacting with other people and adapting to their social environment. Meanwhile, according to Yastibas (2015) self-confidence is a positive attitude of a person who enables him to develop a positive assessment, both of himself and of the environment or situation that he faced.

Research Method

This type of research was associative. According to Sugiyono (2016), namely research that aims to determine the influence or relationship between two or more variables. This research was causal quantitative research (cause and effect by processing numerical data), using a survey method by collecting data by distributing questionnaires to students of South Tangerang City Senior High School, Indonesia. The results of the questionnaire data that have been obtained are then processed using SPSS 26, to determine the effect of online learning variables, the role of parents and independence on the self-confidence of South Tangerang City High School students. The population that was used as the object of this study were all students of South Tangerang City Senior High School, totalling approximately 10,080. This study used a sample collection technique with a sampling technique, so the sample to be used in this study was 379 respondents.

Results

Classic assumption test

Normality test

Testing the normality of the data in this study used the one sample Kolmogorov-Smirnov test with the condition that if $asympt\ sig\ (2\text{-tailed}) > 0.05$, the data is normally distributed. Conversely, if $asympt\ sig\ (2\text{-tailed}) < 0.05$, the data is not normally distributed. Following are the results of the data normality test:

Table 1. *Normality Test Results with the Kolmogorov-Smirnov Test One-Sample Kolmogorov-Smirnov Test*

		Unstandardized Residual
N		379
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	2,61756001
Most Extreme Differences	Absolute	0,039
	Positive	0,039
	Negative	-0,033
Test Statistic		0,039
Asymp. Sig. (2-tailed)		0,200^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Processed Results of SPSS 23 Data (2022)

Based on Table 1 above, it can be seen that the value of Sig. of $0.200 > 0.05$, it can be stated that the data from the population is normally distributed and can be carried out to the next stage of analysis.

Multicollinearity

The multicollinearity test aims to test whether in the regression model there is a correlation between the independent (independent) variables. Detect the absence of Multicollinearity by looking at the VIF (Variance Inflation Factor) and Tolerance. The criteria for being free from multicollinearity symptoms are the VIF value < 10 and the Tolerance value < 1 . The multicollinearity test results are as follows:

Table 2. Multicollinearity Test with Collinearity Statistics Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4,743	1,839		2,579	,010		
E-Learning (X1)	,347	,043	,403	8,150	,000	,826	1,211
Parents' Role (X2)	,069	,035	,095	1,978	,049	,878	1,139
Independence (X3)	,078	,034	,109	2,281	,023	,890	1,124

a. Dependent Variable: Confidence (Y)

Source: Data processed with SPSS 23 (2022)

Based on table 2, it can be seen that the tolerance value for the online learning variable (X1) is $0.826 < 1$ and the VIF value for the online learning variable (X1) is $1.211 < 10$. Furthermore, the tolerance value for the role of parent's variable (X2) is $0.878 < 1$ and the VIF value of the parental role variable (X2) is $1.139 < 10$. And the tolerance value for the independence variable (X3) is $0.890 < 1$ and the VIF value for the independence variable (X3) is $1.124 < 10$. So it can be concluded that online learning variables, the role of parents, and independence, there are no symptoms of multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test in this study was carried out using the Glejser test. The Glejser test is carried out by regressing the absolute value of the unstandardized residual as the dependent variable with the independent variables. If the significance level is less than 0.05, it can be said to contain heteroscedasticity. The results in this study are presented in the following table.

Table 3. Heteroscedasticity Test with Glejser Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,717	1,167		2,327	,020
E-Learning (X1)	-,050	,027	-,105	-1,861	,063
Parents' Role (X2)	-,012	,022	-,031	-,559	,577
Independence (X3)	,041	,022	,103	1,901	,058

a. Dependent Variable: RES2

The results of the heteroscedasticity test using the Glejser test in table 3 show the significance value of the Online Learning Variable (X1) $0.063 > 0.05$, the significance value of the Parental Role Variable (X2) $0.577 > 0.05$ and the significance value of the Independence Variable (X3) $0.058 > 0.05$. It can be concluded that the regression model used does not have heteroscedasticity.

Autocorrelation Test

The autocorrelation test is intended to determine whether or not there is a correlation deviation between sample members. To determine whether there is autocorrelation, a Durbin-Watson (DW) test is performed by comparing the Durbin-Watson values with criteria or guidelines in interpretation. The results of the autocorrelation test in this study are as follows:

Table 4. *Autocorrelation Test Results with Durbin-Watson Summary models*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,491 ^a	,241	,235	2,628	2,032

a. Predictors: (Constant), Confidence (X3), Parents' Role (X2), E-Learning (X1)

b. Dependent Variable: Confidence (Y)

Source: Data processed with SPSS 23 (2022)

Based on the test results in table 4 above, this regression model has no autocorrelation, this is evidenced by the Durbin-Watson value of 2.032 which is between the intervals 1.550 – 2.460.

Hypothesis test

Partial significant test (t test)

The results of the online learning t-test on self-confidence can be seen in the table... the following:

Table 5. *X1 Partial Test Against Y Coefficients^a*

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7,937	1,555		5,105	,000
	E-Learning (X1)	,404	,039	,469	10,320	,000

a. Dependent Variable: Confidence (Y)

Based on table 5 it can be seen that the online learning variable (X1) has a t count value of $10.320 > t$ table 1.966 with a significant level of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted indicating that there is a positive and significant effect between online learning on self-confidence.

The results of online learning t-test on self-confidence can be seen in table 6 below:

Table 6. X2 Partial Linear Test Against Y Coefficients a

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17,959	1,189		15,105	,000
	Parent's Role (X2)	,182	,036	,252	5,052	,000

a. Dependent Variable: Confidence (Y)

Based on table 6, it can be seen that the parental role variable (X2) has a t count value of 5.052 > t table 1.966 with a significant level of 0.000 < 0.05, then H0 is rejected and Ha is accepted indicating that there is a positive and significant influence between the role of parents on trust self

The results of the t-test of independence on self-confidence can be seen in table 7 below:

Table 7. X3 Partial Test Against Y Coefficients a

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16,445	1,467		11,211	,000
	Confidence (X3)	,183	,036	,255	5,122	,000

a. Dependent Variable: Confidence (Y)

b.

Based on table 7, it can be seen that the independence variable (X3) has a t count value of 5.122 > t table 1.966 with a significant level of 0.000 < 0.05, then H0 is rejected and Ha is accepted indicating that there is a positive and significant influence between independence on self-confidence.

Simultaneous Hypothesis Test (F Test)

The overall test is used to determine whether there is a simultaneous (simultaneous) effect of the variables of Online Learning (X1), Parental Role (X2), and Independence (X3) on Self-Confidence (Y). This test is carried out using the F distribution by comparing the calculated F value with the table F value. Hence, the value of F table is = 2.63

The results of the F test for calculating online learning, the role of parents, and independence simultaneously on self-confidence can be seen in table 8 below:

Table 8. Simultaneous F Tests X1, X2, and X3 Against Y ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	822,552	3	274,184	39,700	,000 ^b
	Residual	2589,913	375	6,906		
	Total	3412,464	378			

a. Dependent Variable: Confidence (Y)

b. Indicators: (Constant), Independence (X3), Parent's Role (X2), ELearning (X1)

Based on table 8, the calculated F value is $39.700 > F$ table 2.63 with a significant level of $0.000 < 0.05$, thus H_0 is rejected and H_a is accepted, meaning that there is a positive and significant effect of online learning, the role of parents, and independence simultaneously on self-confidence

Discussion

There is a positive and significant effect between online learning (X1) on self-confidence (Y), t count $10.320 > t$ table 1.966 with a significant level of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted indicating that there is a positive and significant influence between online learning on self-confidence.

There is a positive and significant influence between the role of parents (X1) on self-confidence (Y), t count $5.052 > t$ table 1.966 with a significant level of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted indicating that there is a positive and significant influence between roles parents on self-confidence.

There is a positive and significant influence between independence (X3) on self-confidence (Y), t count $5.122 > t$ table 1.966 with a significant level of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted indicating that there is a positive and significant influence between independence on trust self.

Simultaneously there is a positive and significant influence between Online Learning (X1), Parental Role (X2), and Independence (X3) on Confidence (Y). The calculated F value is $39.700 > F$ table 2.63 with a significant level of $0.000 < 0.05$ thus H_0 is rejected and H_a is accepted, meaning that simultaneously there is a positive and significant influence between online learning, the role of parents, and independence on self-confidence.

According to Sutini (2021), online learning involves the following roles of parents: (1) parents as motivators, (2) parents as facilitators, (3) parents as teachers. Meanwhile Rahim et al., (2021) seen from the problems that occur such as students are still unsure of their own abilities, students ask the teacher to direct them continuously in learning activities, students need support from other people who are excessive in solving problems alone, unable to study independently, students must carry out activities on the orders of others, students often copy the work of friends when there are assignments while students work on the help of tutoring teachers, students do not have responsibility. This incident illustrates that the value of independence in students has not developed optimally. According to the results of Suryadi et al., (2020) shows 1) student independence in distance learning does not affect learning achievement; 2) parental support for distance learning affects learning achievement; 3) independence and parental support in distance learning jointly affect learning achievement.

Conclusion and Suggestions

Conclusion

Based on the results of the analysis, it shows that online learning (X1) has a significant effect on students' self-confidence. The hypothesis test is that the value of t count $> t$ table or ($10.320 > t$ table 1.99) is thus H_0 is rejected and H_1 is accepted, meaning that there is a significant influence between online learning with confidence South Tangerang City High School Students. Then, the role of parents (X2) has a significant effect on students' self-confidence. The hypothesis test is that t count $> t$ table or ($5.052 > t$ table 1.99) thus H_0 is

rejected and H2 is accepted, meaning that there is a significant influence between the role of parents with the self-confidence of South Tangerang City Senior High School Students.

Further, the independence (X3) has a significant effect on student self-confidence. The hypothesis test obtained is $t \text{ count} > t \text{ table}$ or $(5.122 > t \text{ table } 1.99)$ thus H_0 is rejected and H3 is accepted, meaning that there is a significant influence between the role of parents and the self-confidence of South Tangerang City SMAN students. In addition, the independence (X1), the role of parents (X2) and independence (X3) have a significant effect on students' trust in the hypothesis testing obtained by $F \text{ count} > F \text{ table}$ or $(39.700 > F \text{ table } 2.63)$, with thus H_0 is rejected and H7 is accepted. This means that there is a significant influence simultaneously between online learning, the role of parents and independence with the self-confidence of South Tangerang City High School Students.

Suggestion

Based on the conclusions of the research results described above, the following suggestions were obtained below:

1. Based on the results of research on online learning variables, 25.8% shows that students are still not given the opportunity to develop creative ideas and 28.2% are still lacking in expressing their opinions. During a pandemic, a student-centered approach to learning is needed, where in this type of approach the teacher takes an approach by providing opportunities for students to play an active role in the learning process. Besides that, a strategy is needed by using several video conferencing applications such as zoom, google meet, webex, and several other platforms. In addition to expository learning strategies, several other learning strategies such as Contextual Teaching and Learning (CTL), Inquiry Learning Strategies (SPI), and Problem Based Learning Strategies (PBL) can still be implemented by integrating them through giving assignments to students.

From the comparative results of quantitative and qualitative answers, the things that still need to be considered and improved are the selection of interesting and effective methods, as well as the teacher's ability to use technology.

2. From the results of the respondents' answers, it showed that 34.3% still did not receive appropriate facilities and 14.8% still did not receive from their parents. During learning, of course, quota, mobile phones or laptops are needed that can support students in learning.

From the comparative results of quantitative and qualitative answers, the things that still need to be considered and improved are the motivational factors in providing comfort during online learning for their children.

3. The results of the respondents' answers show that 35.1% of students still need the help of others in learning assignments and 35.4% of students do not study beforehand for new subjects. Parents can motivate their children by giving rewards if their children can do their own assignments and should be assisted in doing the tasks given by the teacher. Because if the child is constantly assisted because he can't bear it will make him not independent in the future.
4. Based on the respondents' answers, it showed that 38.3% were not ready to answer the teacher's questions and 33.5% still did not dare to speak in class. Self-confidence will grow if the people around them give a sense of love and security. Individuals need to

be loved unconditionally for the development of healthy and lasting self-esteem, they must feel that they are valued for who they really are, not for who they should be or what others want them to be. And if individuals feel safe, they will try to develop their abilities by answering challenges and taking interesting risks. The results of the qualitative research show that they are motivated and earnest in learning, in order to achieve goals and ideals. For this reason, parents need to provide rewards for students who are serious about doing their learning assignments.

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