

The Influence of Parental Education Level, Educational Background, Organizational Involvement, And Future Expectations on Students' Self-Regulated Learning

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In the digital era, self-regulated learning (SRL) has become a key determinant of student academic performance. SRL skills are shaped by various internal and external factors. This study aims to investigate the partial and simultaneous influence of parental education level, educational background, organizational involvement, and future expectations on the SRL skills of university students. The research population included 161,389 students from 84 universities in West Nusa Tenggara, Indonesia. Using Isaac and Michael's sampling technique with a 1% margin of error, a sample of 676 students was selected. Data were collected through a validated and reliable questionnaire consisting of 20 items based on ten SRL indicators. Data analysis was conducted using dummy multiple regression analysis with the aid of SPSS 21. The findings of the study are as follows: (1) Parental education level does not have a significant effect on students' SRL skills; (2) Educational background does not have a significant effect on students' SRL skills; (3) Organizational involvement has a significant effect on students' SRL skills; (4) Future expectations do not have a significant effect on students' SRL skills; (5) Parental education level, educational background, organizational involvement, and future expectations collectively have a significant effect on students' SRL skills.

Primary author: SUMARDI, Lalu (University of Mataram)

Co-author: Ms BASARIAH, Basariah (University of Mataram)

Presenter: SUMARDI, Lalu (University of Mataram)

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