



Implementation of Student Self-Parenting to Improve the Character of Independent Learning in Tarakan State Middle Schools and High Schools

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Abstract: This research aims to find the level of student independence through the application of self-repairing. In the context of the learning process, it can be seen that there is a phenomenon of students who are less independent in learning and have bad habits in studying, such as: not feeling comfortable studying for a long time, studying only before exams, and so on. One of the learning processes towards independence is by helping students through self-reparenting. Self-reparenting is a process of re-nurturing oneself, so that someone is able to make the choice to prioritize the positive and ignore the negative, so that they have a feeling of success and there will be change in the student. The research method used is an experimental method with a quantitative research type. The measurement process on subjects was carried out at the stage before treatment (Pre-test) and after treatment (post-test) using a Likert scale as a data collection tool. Based on the results of the hypothesis test, it can be concluded that there is an increase in students' independent learning character. This can be seen in table 5, it can be seen that the *df* value is 35 and the significant value is $0.000 < 0.05$, meaning it is significant or accepted. Then in table 7, it is known that the *df* value is 29 and the significant value is $0.000 < 0.05$, meaning it is significant or accepted. This shows that classical services with self-reparenting techniques can improve the independent learning character of students in Tarakan State High Schools and Middle Schools.

Keywords: Character Improvement; Learning Independence; Self-Parenting

Introduction

Every human being is born with the potential to live independently, but many individuals find it difficult to achieve this. Independence is the main and important thing in life. Various efforts made in human life will lead to independence (Fadillah & Khorida, 2013). The phenomenon of independence or self-regulation is necessary so that students have responsibility for managing and disciplining themselves, in addition to developing the ability to learn of their own accord. In line with the opinion of Darma et al. (2016) who say that the higher a person's learning independence, the higher their problem solving ability will be. As a result of this

high problem solving ability, it will have an impact on achievement or learning outcomes. With this, independent learning is important for a student to have.

Regarding the integration of independent learning character education, the characteristics that are prioritized are not only prioritizing knowledge alone, but also being able to form character, independence and skills that are useful in everyday life (Kemendikbud, 2017; Hidayat, 2018; Hidayat, et al., 2022; Akbar, 2018). Therefore, guidance and counseling teachers should be able to manage various problems by using service methods, models and media, working or studying in groups, and providing opportunities for students to be directly involved in the implementation of services

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(Corey, 2003; Blot, 1992). Independent learning is very important for students, because it can help build self-confidence, responsibility, creativity and keep students away from bad habits in studying. Researchers see that there are still several problems related to independent learning, such as students not carrying out teacher orders when asked to take notes on material, relying on friends when given assignments, and being less enthusiastic (Erikson, 2010). So, you become lazy about participating in class learning. Independent learning in this research is a learning activity that frees students to understand their existence as students who can live independently, without continuing to depend on other people so that students are free to be creative and innovative (Listyarti, 2012; Holisoh, 2016).

Learning independence shows a student's readiness in determining whether or not a student is able to determine their learning strategies. According to (Sumarmo, 2010) there are three characteristics of independent learning, individuals design their own learning according to the needs or goals of the individual concerned; individuals choose strategies and implement their learning plans; Individuals monitor their own learning progress, evaluate their learning outcomes and compare them with certain standards. When a student has independence in his learning, the student will be able to easily gain broader knowledge without any limitations, and can find out the extent of his own abilities in learning, and students can evaluate themselves in their learning so that they continue to get better. Thus, it is necessary to have student independence in their learning. This is because independent learning influences the learning outcomes they obtain (Wuryandani, 2016; Suid et al., 2017).

The development of independence is an important issue in human life as a whole. Independence is greatly influenced by physical changes, and physical changes in turn trigger emotional and cognitive changes, thus providing a logical rationale for the thinking behind behavior, and changing parenting values through social roles and personal activities (Rahman, 2016; Aqib & Amrullah, 2017; Irwanto, 2018). Specifically, the issue of independence requires individuals to be physically and emotionally ready to be responsible for organizing, managing and carrying out their own activities without having to depend on other people (Steiner, 2000). When students discover that they need a certain level of self-confidence, independence will emerge and succeed. Independence is the ability to independently control and regulate one's own thoughts, feelings, and behavior, and to overcome insults and doubts. Eriksson said independence is an effort to free oneself through self-discovery which is usually based on self-determination, innovation and initiative, as well as the ability to regulate behavior and develop towards a personality

that is stable and independent, characterized, responsible, able to survive, make one's own decisions and is able to solve problems without influence from others (Feist & Gregory, 2009). Among students with this attitude, independence is an attitude of autonomy. Relatively unaffected by other people's judgments, opinions and beliefs (McNeel, 2000; Desmita, 2014).

Based on the results of initial interviews at SMP Negeri 13 and SMA Negeri 4, a person's lack of independence will result in that person having a tendency to depend on other people, lack creativity, be lazy, lack self-confidence and be unable to solve their own problems. In the context of the learning process, it can be seen that there is a phenomenon of students who are less independent in learning and have bad habits in studying, such as: not feeling comfortable studying for a long time, studying only before exams, skipping class, cheating and looking for leaks on exam questions. This can cause mental disorders after entering further education. So every educational institution should pay attention to this and prepare appropriate guidance so that students have good independence. In addition, this is characterized by a lack of student initiative, a lack of sense of responsibility from students. In other phenomena, it can be seen that students do not accept themselves and others realistically. One of the learning processes towards independence is by helping students through self-reparenting. Self-reparenting is a process of re-parenting oneself (James, 1985; Martin, 2010).

Self-reparenting is a new theory developed by a figure in transactional analysis, namely (James, 1990). The application of this theory has been applied in the fields of counseling, psychology, self-development, and various other social science studies (Corey, 1990; Berne, 1964). In fact, this theory has been studied in depth in scientific research. Efforts to implement and study through scientific research provide insight into the concept that self-reparenting can be applied widely (Corey, 2009).

Self-reparenting is one strategy for understanding and developing a positive parenting model. This is in accordance with the conclusion of White (2000) that through self-reparenting a person can recognize parenting styles for autonomy. In addition, the results of this study show that people can develop an effective parenting style through self-reparenting. Through self-reparenting, parents' parenting styles can be resurfaced and become material for evaluation in our lives. Self-reparenting has contributed to the development of parents' parenting styles and can also be used to select effective parenting styles for a better life including self-autonomy and happiness (Johnson, 1994; Nasution, 2018).

Self-reparenting theory has also been applied in counseling studies. Based on the self-reparenting

procedure, (Nunns, 2007) concluded that it is not only the parent's ego that can be revised, but also the child's ego. Through creative writing therapy, Nunns found that a person can gain new learning to nurture themselves so that they are more prosperous or happy. Apart from that, (Peabody, 2008) said that self-reparenting is an effective therapeutic approach for healing our childhood wounds. Self-reparenting is an attempt to develop in oneself now, what we did not get as children. Recent studies on the application of self-reparenting theory enrich the study that this theory can be applied in counseling (Gilland et al., 1993; Steward, 2000).

The application of self-reparenting is really needed because it can train someone to make choices in life to prioritize the positive and ignore the negative, so that they have a feeling of peace and autonomy in their life (Heppner et al., 2008). Based on the study and reasons above, it is considered very important to study in more depth the efforts to improve students' independent learning character through self-repairing in students at SMP Negeri 13 and SMA Negeri 4 Tarakan who were identified as experiencing a lack of independence in the learning process. As an initial hypothesis, the application of self-reparenting can increase students' independence where they can be responsible for their learning processes and outcomes which have implications for a better life now and in the future. This study is really needed as an effort to complete research that has not been carried out by previous researchers with school locations and the samples used are students at middle and high levels.

Method

Types of Research and Approaches

The research method used in this research is an experimental method with a quantitative research type. According to Sugiyono (2017) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. The treatment given is in the form of an action to the group after which its effect is seen. In this group research there is only one group, namely the experimental group without using a control group. The process of measuring or assessing subjects is carried out at the stage before treatment (Pre-test) and after treatment (post-test) using a Likert scale as a data collection tool, namely the student self-confidence scale. In this research, the treatment given is classical service, because it is suspected that classical service with self-reparenting techniques as the independent variable (X) can influence the independent learning character of students in the dependent variable (Y) and after giving

treatment it is in the form of classical service with self-help techniques. -reparenting, the students' independent learning characteristics increase. This treatment was given six times apart from the pretest and posttest, so that face-to-face meetings were held with group members or research subjects 8 times.

Research Design

This research design uses experimental research methods, the design used is a Pretest Posttest one group design with Classical Services with self-reparenting techniques for the independence of students' learning characteristics at SMP Negeri 13 Tarakan, and SMA Negeri 4 Tarakan. Pre test post test one group design is a design that is assessed twice, namely before Treatment (O1) pre test and after Treatment (O2) post Test, the pattern is as follows.

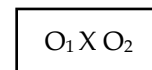


Figure 1. One-Group Pretest-Posttest Research Design

Description:

O₁ = Pretest, measurement of the independence scale of learning characteristics before being given classical service treatment

X = Treatment, classic Self Reparenting Technique services

O₂ = posttest, measuring the independence of students' learning characteristics after being given classical service treatment with Self Reparenting Techniques

Population and Sample

Population

The population in this study were students of SMP Negeri 13 Tarakan, and students of SMA Negeri 4 Tarakan for the 2021/2022 class IX academic year who were identified as having a low level of independence based on a preliminary study. Based on a preliminary study, the research population was determined to be 107 students at SMP Negeri 13 Tarakan, and as many as 208 students at SMP Negeri 4 Tarakan.

Sample

The sampling procedure in the research used proportional random sampling. Proportion is used for balanced sampling between male and female genders, while random sampling is where samples are taken randomly using an odd-even method. The sample determination process used the help of the SPSS 24 computer program with simple random sampling techniques. From the sampling results, 22 students from SMP Negeri 13 were determined, and 36 students from SMP Negeri 4 were used as samples.

Data Collection Technique

The data collection technique used is a questionnaire technique. This technique is used to measure variable Y regarding the level of independent character. This technique is intended to obtain data regarding the level of independent character of students at SMP Negeri 13 Tarakan and students at SMA Negeri 4 Tarakan. The questionnaire is structured in the form of a scale called the learning independence character scale.

Data Analysis Technique

This research aims to find out whether providing classical services using self-reparenting techniques can improve students' independent learning character. Whether this influence exists or not is known through the differences in the results of Likert scale score analysis of the character of independent learning in students before and after being given classical services using self-reparenting techniques. In the data analysis technique, two methods are used, namely descriptive statistics and inferential statistics.

Descriptive Analysis

Descriptive data analysis is used to determine the character of student independence after treatment (dependent variable) with a formula:

$$\bar{X} = \frac{\sum x}{N} \tag{1}$$

Description:

\bar{X} = mean score

$\sum x$ = the sum of all score

N = the number of subjects or respondents (Cohen et al., 2007)

Table 1. Interpretation Guidelines for Students' Independent Character

Score Interval	Interpretation
168 - 210	Very high
122 - 167	High
76 - 121	Low
30 - 75	Very low

To facilitate the interpretation process in describing students' independent character, the answers were transformed into four level categories to obtain qualitative conclusions (very high, high, low and very low) by means of the maximum ideal score minus the minimum score and then divided by four. More details are presented in the Table 1.

Inferential Statistical Analysis

Inferential statistical analysis aims to test the truth of the hypothesis proposed in the research. Analysis is carried out to see whether there are differences between the two sample classes, this means a t test is carried out.

To carry out a t test, two conditions must be met, namely: the sample comes from a normally distributed population and both classes have and have homogeneous variances. Therefore, normality and homogeneity tests were first carried out.

Data Normality Test

The research data normality test used the One Sample Kalmogorovsmirnov test with a significance level of 0.05. The test criteria are that the data is declared normally distributed if the significance is > 0.05, and the data is not normally distributed if the significance is < 0.05 (Priyatno, 2009). The data analysis process for this research uses the help of Statistical Product for Service Solution Version (SPSS).

Data Homogeneity

The homogeneity of variance test was carried out to determine whether the data obtained was homogeneous or not from the two sample groups. For the homogeneity test, the F test is used. The criteria for the F test are that the variance of the two groups is declared the same if $F_{count} < F_{table}$, and the variance of the two groups is declared different if $F_{count} > F_{table}$. The data analysis process for this research uses the help of Statistical Product for Service Solution Version (SPSS), because it uses data processing with SPSS, the homogeneity test criteria use the Levene test with one-way analysis of variance with the criteria that if significance is > 0.05, then the experimental group data and The control group has the same variance, and if significance is < 0.05, then the variance of the two groups is different. If the variances are the same then the t-test uses Equal Variance Assumed and if the variances are different, uses Equal Variance Not Assumed.

Hypothesis Testing

To test the hypothesis on the application of self-reparenting to increase the learning independence of students at SMP Negeri 13 and SMA Negeri 4 Tarakan after being given self-reparenting treatment, a hypothesis was formulated.

H1: There is a significant influence of self-reparenting on the level of independence of students at SMP Negeri 13 and SMA Negeri 4 Tarakan

In order to determine the effect, it was tested using a calculated t test by comparing the difference in results between the pre-test and post-test in the experimental group. The t test used is as follows (Arikunto, 2006).

$$t = \frac{M_2 - M_1}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}\right)}} \tag{2}$$

Description:

M = average value of results per group

N = number of subjects

X = deviation of each value x_1 and x_2

The criteria for hypothesis testing are to accept H_0 if $t_{count} \leq t_{table}$ and reject H_0 if $t_{count} \geq t_{table}$ at a significance level of 0.05 with degrees of freedom (N-1) and vice versa, accept H_1 if $t_{count} \geq t_{table}$ at a significance level of 0.05 with degrees of freedom (N-1). The data analysis process for this research uses the help of Statistical Product for Service Solution Version (SPSS) with the Independent Sample t-test statistical test.

To make it easier to understand the flow of this research, the research flow will be described as follows. Firstly, after an initial search was carried out at several schools, it was found that SMP Negeri 13 and SMA Negeri 4 Tarakan were identified as strong and very suitable for conducting studies on self-reparenting because in these schools efforts were being made to apply this method. The next stage is determining the school as the research location and using students as samples, then data collection is carried out and then the data is analyzed using descriptive analysis methods and inferential statistical analysis, and the final stage is determining conclusions.

Result and Discussion

Self-reparenting is a procedure based on personal decisions for systematic self-care which is intended to help individuals make their own decisions about what is added and needed to their ego status, so that they have positive traits that are developed to improve their own quality of life and other people by going through eight basic steps: being aware of personal changes, reflecting on parents' egos, analyzing parental figures, learning to be happy, making decisions, analyzing potential, contracting processes, and celebrating (Rahmi, 2022).

The character of independence is an independent character, an attitude and behavior that does not depend on other people and uses all energy, thoughts and time to realize one's hopes, dreams and aspirations. Independent sub-values include work ethic (hard work), resilience, fighting power, professionalism, creativity, courage, and being a lifelong learner (Cahyani et al., 2020).

The descriptive statistical analysis process in this study is intended to determine the character of independence as in this theory, the target of which is students at SMP Negeri 13 Tarakan, and SMA Negeri 4 Tarakan, before and after being given treatment in the form of classical services with self-reparenting techniques. To make it easier to understand the research

variables, the researcher describes the variables as follows.

Descriptive Data Analysis at SMA Negeri 4 Tarakan Characteristics of Student Learning Independence at SMA Negeri 4, before (pretest) was carried out

Based on the pretest results of the student's learning independence character scale, the data was grouped into simpler ones to find out the percentage results (%) which can be seen in the following Table 2.

Table 2. Percentage (%) Pretest of Student Learning Independence Character scale

Interval	Category	Frequection	(%)
130 - 140	Very high	6	16.70
120 - 129	High	9	25.00
110 - 119	Low	11	30.60
100 - 109	Very low	10	27.70
Total		36	100.00

Based on the results of the pretest score on the student independence character scale, it shows that 10 students with a percentage of 27.7% are in the very low category, 11 students with a percentage of 30.6% are in the low category, and 9 students with a percentage of 25% are in the high category, and whereas in category 6 students with a percentage of 16.7% which is in the very high category. This shows that of the 36 students there are 58.3% who lack the character of independent learning. This combines very low and low scores, the number of which is 21 students, with a percentage of 58.3%, this means that it is quite high in the poor category. Therefore, efforts are needed to improve the character of independent learning by using classical services with self-reparenting techniques which are carried out in 6 meetings with the material in the self-reparenting guide and the character of independent student learning.

Character of Independent Learning for Students at SMA Negeri 4 after (posttest) providing classical services using self-reparenting techniques

Based on the results of the posttest, the students' independent learning character scale can be grouped into simpler groups to find out the percentage results (%) which can be seen in the following table.

Table 3. Percentage (%) Posttest Student Learning Independence Character Scale

Interval	Category	Frequection	(%)
132 - 145	Very high	14	38.90
125 - 131	High	16	44.40
118 - 124	Low	6	16.70
111 - 117	Very low	0	0.00
Total		36	100.00

Based on the results of the posttest scores on the student learning independence character scale after being given treatment, it shows that 36 students who were in the low category when the pretest was given experienced changes in their posttest scores, 6 (16.7%) students, and 0% in the very low category. Meanwhile, 16 students were in the high category, with a percentage of (44.4%), and 14 students were in the very high category, with a percentage of 38.9%. This shows that, when combined between the very high and high categories, there were 30 students who experienced changes, namely 83.3%, this shows that these students experienced changes in the character of independent learning.

Descriptive Data Analysis at SMP Negeri 13 Tarakan

The Character of Independent Learning for Students at SMP Negeri 13 Tarakan, before (pretest) the provision of classical services using self-reparenting techniques

Based on the pretest results of the student's learning independence character scale, the data was grouped into simpler ones to find out the percentage results (%) which can be seen in the following table.

Table 4. Percentage (%) Pretest of Student Learning Independence Character scale

Interval	Category	Frequention	(%)
125 - 133	Very high	1	4.54
117 - 124	High	6	27.30
109 - 116	Low	4	18.20
100 - 108	Very low	11	50.00
Jumlah		22	100.00

Based on the results of the pretest score on the student independence character scale, it shows that 9 students with a percentage of 40.97% are in the very low category, 6 students with a percentage of 18.2% are in the low category, and 6 students with a percentage of 27.3% are in the high category, while in category 1 students with a percentage of 4.54% which is in the very high category. This shows that of the 22 students there are 68.18% who lack the character of independent learning. This combines very low and low scores, the number of which is 15 students, with a percentage of 68.18%, this means that it is quite high in the poor category. Therefore, efforts are needed to improve the character of independent learning by using classical services with self-reparenting techniques which are carried out in 6 meetings with the material in the self-reparenting guide and the character of independent student learning.

Character of Independent Learning for Students at SMP Negeri 13 Tarakan after (posttest) providing classical services using self-reparenting techniques

Based on the results of the posttest, the students' independent learning character scale can be grouped into simpler groups to find out the percentage results (%) which can be seen in the following table.

Table 5. Percentage (%) Posttest Student Learning Independence Character Scale

Interval	Category	Frequention	(%)
136 - 144	Very high	11	50.00
127 - 135	High	3	13.70
118 - 126	Low	3	13.70
109 - 117	Very low	5	22.70
Jumlah		22	100.00

Based on the results of the posttest scores on the student independence character scale after being given treatment, it shows that 22 students who were in the very low and low categories when the pretest was given experienced changes in their posttest scores, 5 (22.7%), 3 students with a percentage of 13.7%. Meanwhile, 3 students were in the high category, with a percentage (13.7%), and 11 students were in the very high category, with a percentage of 50%. This shows that, when combined between the very high and high categories, there were 14 students who experienced changes, namely 63.63%, this shows that these students experienced changes in the character of independent learning.

Inferential Analysis

Hypothesis Testing

Data analysis to find out whether classical services using self-reparenting techniques have improved the character of students' independent learning can be done using parametric statistical analysis, namely Paired Samples Statistics. The Paired Samples Statistics test in this study used SPSS 22.0. The results of the Paired Samples Statistics test is shown in Table 6. From the results of the Table 6, it shows that the value obtained from the standard deviation in the pretest assessment was $11.074 > 0.05$, meaning the requirements were met and the posttest was $6.272 > 0.05$.

Table 6. Paired Samples Statistics Test Results for SMA Negeri 4 Tarakan

		Mean	N	Std.	Std. Error
				Deviation	Mean
Pair 1	Pretest SMAN 4	117.14	36	11.074	1.846
	Posttest SMAN 4	131.42	36	6.272	1.045

Table 7. Paired Samples Test Results for SMA Negeri 4 Tarakan

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest SMAN 4 - Posttest SMAN 4	-14.278	13.696	2.283	-18.912	-9.644	-6.255	35	.000

Table 8. Pretest and Posttest Test Results for SMP Negeri 13 Tarakan

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	116.00	22	10.674	1.949
	Posttest	134.27	22	11.694	2.135

From the results of the Table 8, it shows that the value obtained from the standard deviation in the pretest assessment was 10.674 > 0.05, meaning the requirements were met and the posttest was 11.694 > 0.05.

Table 9. Paired Samples Test Results for SMP Negeri 13 Tarakan

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-18.267	15.680	2.863	-24.122	-12.412	-6.38	29	.000

Based on the results of hypothesis testing, there is an increase in students' independent learning character. This can be seen in table 5, that from the output above it is known that the df value is 35 and the significant value is 0.000 < 0.05, meaning it is significant or accepted. Then in table 7. that from the output above it is known that the df value is 29 and the significant value is 0.000 < 0.05, meaning it is significant or accepted. This shows that classical services using student Self-Reparenting techniques in improving the independent learning character of students at SMA Negeri 4 Tarakan and SMP Negeri 13 Tarakan, the results have increased.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that self-reparenting techniques can significantly improve students' independent learning character. Through classical services with self-reparenting techniques there is an increase that occurs before and after being given treatment, this can be seen from the results of the average pretest score before being given treatment and the average posttest score after being given treatment, so it can be concluded that through classical services with techniques Self-reparenting has an influence on the independent learning character of students where this research shows that there is a change in the increase in students at SMP Negeri 13 Tarakan and SMA Negeri 4 Tarakan. Based on these conclusions, the researcher suggests that schools can program tutoring by implementing group counseling services with self-reparenting techniques. For BK teachers, it is hoped that the results of this research can be used as an alternative

problem solving for students who have a poor understanding of the character of independent learning. For future researchers, it is hoped that it can be used as a reference so that it can become material in future research regarding the relationship between thoughts and behavior and group counseling on self-reparenting techniques.

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Author Contributions

Conceptualization, S.R.; methodology, S.S.P.; validation, S.R. and S.S.P.; formal analysis, R.U; investigation, S.R., and R.U.; resources, E.A. and R.K.S.; data curation, E. A.: writing—original draft preparation, S.S.; writing—review and editing, S.S.: visualization, S.R., R.U. and R. K.S. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

This research was conducted based on an assignment letter from the University of Borneo Tarakan and UIN Ar-Raniry Banda Aceh to fulfill the elements of the tridharma of higher education. All authors declare that there is no conflict of interest.

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