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## THE INFLUENCE OF DEMOCRATIC PARENTING PATTERNS AND SELF-REGULATED LEARNING ON THE ADJUSTMENT OF NEW STUDENTS AT THE DARULARAFAH RAYA ISLAMIC BOARDING SCHOOL MEDAN

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### Abstract

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This study aims to determine the effect of democratic parenting patterns and self-regulated learning on self-adjustment of class X students in one of the Islamic boarding schools in Medan City. This study uses a quantitative method using a total sampling technique involving 150 students. The research instruments used in this study were the democratic parenting pattern scale, the self-regulated learning scale and the self-adjustment scale. Data were analyzed using the Structural Equation Model (SEM) method through the Smart PLS 4.0 and SPSS 26.0 programs. The results showed that democratic parenting patterns had a positive and significant effect on self-adjustment with a coefficient value of 0.524 and a P-Value = 0.000 < 0.05. Self-regulated learning has a positive and significant effect on self-adjustment with a coefficient value of 0.500 and P-Values = 0.000 < 0.05. Democratic Parenting Patterns and Self-Regulated Learning are able to explain or influence Self-Adjustment by 66.8%. This shows that both factors play an important role in the psychological development of children and adolescents. The remaining 33.2% is influenced by other factors.

**Keywords:** Parenting Patterns; Self-regulated; Student Self-Adjustment

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## INTRODUCTION

Determining the school where the child will study must be chosen with careful consideration, a regular public school or a school that also has an Islamic boarding school. In general, parents have special considerations for enrolling their children in an Islamic boarding school education. Nowadays, Islamic boarding schools also teach general subjects in addition to focusing on deepening Islamic religious education, not only from learning, now Islamic boarding schools also have the same level as other public schools (Fahham, 2020).

One of the things that is expected by putting children in Islamic boarding schools is to foster independence in children, from which children will face various things that are different from their lives and adjust to demands from within themselves and demands received from the surrounding environment so as to achieve harmony in life. Self-adjustment is the process by which people align themselves with their surroundings. In order to totally eradicate sentiments of animosity, envy, jealousy, prejudice, sadness, rage,

and other undesirable emotions as improper and ineffective personal reactions, self-adjustment is an individual's endeavor to attain harmony in both themselves and their surroundings (Mutamminah, 2014).

Self-adjustment is defined as an individual's ability to face demands, both from within the individual and from the environment so that there is a balance between fulfilling needs and environmental balance and creating harmony between the individual and reality (Ghufron & Suminta, 2020). Harahap et al. (2022) added that self-adjustment is a process that aims to change an individual's behavior so that a more appropriate relationship occurs between the individual and their environment.

Self-adjustment in adolescents is defined as the ability to plan and organize responses in such a way that they are able to survive and face various conflicts, difficulties, effectively and have mature emotional control. Through this self-adjustment, it is hoped that adolescents can live better, avoid problems and be better able to accept change (Pranata et al., 2022). Adolescents who have a low level of self-adjustment will tend to have difficulty adjusting to their environment, this causes adolescents to feel anxious, sad, angry, or have inner conflict, which can ultimately make adolescents individuals who find it difficult to establish social relationships with others (Ningrum, 2013).

An individual who has good self-adjustment or can be said to be successful in self-adjustment can be seen from the following characteristics: (a) has an accurate perception of reality. This objective perception is how individuals recognize the consequences. On the other hand, individuals who have poor self-adjustment are mixed with the gap between their perception and actual reality, making them less able to see the consequences of their behavior. (b) the ability to adapt to pressure or stress and anxiety. Basically, every individual avoids things that cause pressure and anxiety, and also likes to provide satisfaction that is done immediately. However, individuals who are able to adjust do not always avoid the emergence of pressure and anxiety. (c) has a positive self-image of themselves. An individual's view of themselves can be an indicator of the quality of self-adjustment they have. A positive self-image also includes whether the individual concerned can see themselves realistically, namely in a balanced way knowing their own strengths and weaknesses and being able to understand them so that the individual concerned can realize their full potential. (d) the ability to express their feelings. Individuals who can adjust well have a healthy emotional life. The individual is able to realize and feel the emotions or feelings that are currently being experienced and is able to express those feelings and emotions in a broad spectrum. In addition, individuals who have a healthy emotional life are able to provide realistic emotional reactions and remain under control according to the situation they are facing. (e) interpersonal relationships, individuals who have good self-adjustment are able to achieve the right level of intimacy in a social relationship. Individuals are able to kiss differently to other different individuals because of the different emotional closeness between them (Kurnia & Nugraha, 2012).

Adjustment problems often occur in students who have just entered school, this can be seen in students who enter Islamic boarding schools which are very different from regular public schools. As the author got from an interview session with 5 students at the Darularafah Raya Medan Islamic Boarding School on February 27, 2024, from the results of the interview it can be concluded that students who are boarding for the first time have problems adjusting to the new environment, starting from school hours, time to study to time to build a morning that is different from before including in the ethics of walking when meeting older people such as Kiyai, Uztad / Uztadzah, and using Arabic. It can be concluded that student adjustment in Islamic boarding schools is a problem that attracts the author's attention to conduct research.

Based on the explanation of the problem above regarding self-adjustment in students at the Darularafah Raya Medan Islamic Boarding School, it can be concluded that the parenting pattern factor can influence children's self-adjustment, in this case the parenting pattern that is seen is a democratic parenting pattern. This is in line with the results obtained by Purwaningsih (2013) where democratic parenting can positively and significantly influence students' self-adjustment in the dormitory, so that the higher the democratic parenting pattern, the higher the students' self-adjustment in the dormitory and vice versa, the lower the democratic parenting pattern, the lower the students' self-adjustment in the dormitory.

Democratic parenting is a parenting approach that puts children's needs first while yet exercising unreserved authority over them. This kind of parenting is typically illogical or consistent in its adoration. Parents base their actions on reason. They state that they are realistic about their children's abilities and do not expect too much. Democratic parenting methods will help kids become more self-assured and take initiative to make their own decisions, which will lead to the development of responsible, independent conduct. As a result, children become independent, sociable, able to deal with stress, interested in new things and can work together with others (Ahmad et al., 2020).

Democratic parenting is defined by parents who acknowledge their kids' potential and provide them the chance to be self-sufficient at all times. Allowing children to make their own decisions, hearing their thoughts, participating in conversations, particularly those pertaining to their own lives, and teaching them self-reliance (Ayun, 2017). One of the traits of democratic parenting is that it allows kids to become self-sufficient and learn self-control. Parents acknowledge children as unique persons who participate in decision-making. It is more peaceful and instructive to set rules and regulate children's life, use physical punishment when necessary, and provide it if it can be demonstrated that the kid willfully disobeys what has been decided upon. putting children's interests first without holding back while exercising authority over them. Recognizing and respecting children's skills without going beyond what they are capable of. granting kids the autonomy to decide and act, The approach to children is warm (Pasaribu et al., 2023).

Syaiful (Masni, 2017) contends that, out of all the parenting styles, democratic parenting is the most effective. Democratic parenting is a style of parenting that recognizes and values children's independence, but it also recognizes that freedom is subject to understanding and direction between parents and children. To put it another way, children raised under a democratic parenting style are free to voice their thoughts and behave as they choose as long as they stay within the parameters and guidelines established by their parents. Democratic parenting has an impact that can shape children's behavior such as children having self-confidence, having a friendly attitude, being able to control themselves, having a polite attitude, wanting to cooperate, having a high curiosity, having clear goals or directions in life, and being achievement-oriented (Tridhonanto & Agency, 2014).

Although students live far from their parents because they attend Islamic boarding schools and can adapt to their environment. Students also need to remember and set their learning goals by learning to manage themselves in order to be able to follow the learning. Self-management in learning is a learning activity that involves aspects of cognition, motivation, and student behavior in carrying out learning activities. Students are more responsible for their learning activities because they realize that only their own efforts can achieve learning goals effectively. The concrete function of self-regulated learning is to plan the learning process, monitor learning progress, and determine goals (targets to be achieved) in learning (Azmi, 2016).

Alhadi & Supriyanto (2017) Self-regulated learning is a learning environment in which students are in charge of their education by applying and knowing the right techniques, comprehending their assignments, receiving reinforcement for their choices, and being motivated to study. (Hamonangan & Widyarto 2019) Introduced the concept of self-regulated learning as an endeavor to control one's own understanding, emotions, and behavior in order to accomplish learning objectives.

Self-regulated learning is a dynamic and constructive process with a goal that determines learning goals and is involved in monitoring, organizing and controlling students' cognition, motivation and learning behavior (Damanik et al., 2025). Self-regulated learning is not only limited to mental abilities or academic performance skills, but also a self-direction process where students also develop skills in academic skills (Santosa, 2021). Self-regulated learning is a key idea in social cognitive learning theory, which is founded on many behavioral learning principles but places special emphasis on how signs affect behavior and internal mental processes as well as how thoughts influence actions and actions influence thoughts (Kristiyani et al., 2020).

Self-regulation in learning or self-regulated learning is needed by every student. Students who regulate themselves tend to regulate their study hours, choose activities and strategies that can support their academic achievement. The capacity of an individual to keep an eye on, regulate, and control their own learning under the guidance of learning objectives and environmental factors is known as self-regulated learning. Pupils with strong self-regulation will favor learning activities that align with their values (Ahmad, 2023).

## **METHODS**

Quantitative approaches are used in this study. quantitative research techniques as stated by Sugiono (2012) is a research technique used to ascertain the value of one or more independent variables without comparing or relating them to other variables. This research approach is also grounded in positivism, a philosophy that is used to study specific populations or samples, gather data using tools for research analysis, and utilize quantitative or statistical data to evaluate predetermined hypotheses. This study's quantitative methodology is an explanatory quantitative approach. Testing the link between many factors under study-specifically, independent variables (other variables) and dependent variables-is the goal of explanatory or explanatory research. Roflin (2021) states that variables are the nature of each subject studied (measured) which can be classified into at least two different classifications or provide at least two different measurement results.

According to Sugiyono (2012) A population is a category for generalization made up of items or people that have certain numbers and attributes chosen by researchers to be examined and from which conclusions are then made. 150 pupils from class X at the Darularafah Raya Medan Islamic Boarding School made up the study's population. The sample is a subset of the population's size and attributes. In order to obtain effective and accountable findings, sampling must be done using certain methodologies and must be really representative of the population. Using the entire sampling approach, there are 150 students in this study, which is the same number of samples as the population. Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS software is the data analysis technique employed in this study. According to Mahmud and Ratmono (2013), SEM has evolved into two types: variance-based SEM, also known as partial least squares (SEM-PLS), and covariance-based SEM (CB-SEM). Karl Joreskog, the creator of Lisrel software, was a pioneer in the 1970s development of CB-SEM. Karl Joreskog's academic

supervisor, Herman Wold, was the pioneer of SEM-PLS, which came after CB-SEM. Here are a few software samples from CB-SEM and SEM-PLS (Ratmono, 2013).

## RESULTS & DISCUSSION

### Results

#### Outer Model Testing: Validity and Rehabilitation Testing

Convergent validity is a component of the measurement model, which is known as confirmatory factor analysis (CFA) in covariance-based SEM and the outer model in SEM-PLS (Mahfud and Ratmono, 2013). The loading must be more than 0.7 and the p value must be significant ( $< 0.05$ ) in order for the outer model (measurement model) to be considered to fulfill the convergent validity requirements for reflective constructs (Hair et al. in Mahfud and Ratmono, 2013). The loading requirement over 0.7 is occasionally not fulfilled, though, particularly for recently created surveys. As a result, loadings between 0.40 and 0.70 must still be maintained (Mahfud and Ratmono, 2013).

It is recommended that indicators with loadings less than 0.40 be eliminated from the model. However, we need examine how the decision to delete the indicator will affect Composite Reliability and Average Variance Extraction (AVE) for indicators with loadings between 0.40 and 0.70. If an indicator can raise Composite Reliability and Average Variance Extracted (AVE) above a certain level, we can exclude indicators with loadings between 0.40 and 0.70 (Mahfud and Ratmono, 2013). The composite reliability is 0.7 and the AVE threshold is 0.50. The effect on the construct's content validity is another factor to take into account while eliminating signs. Sometimes, indicators with low loadings are kept because they support the construct's content validity (Mahfud and Ratmono, 2013). Figure 1 presents the loading values for each indicator:

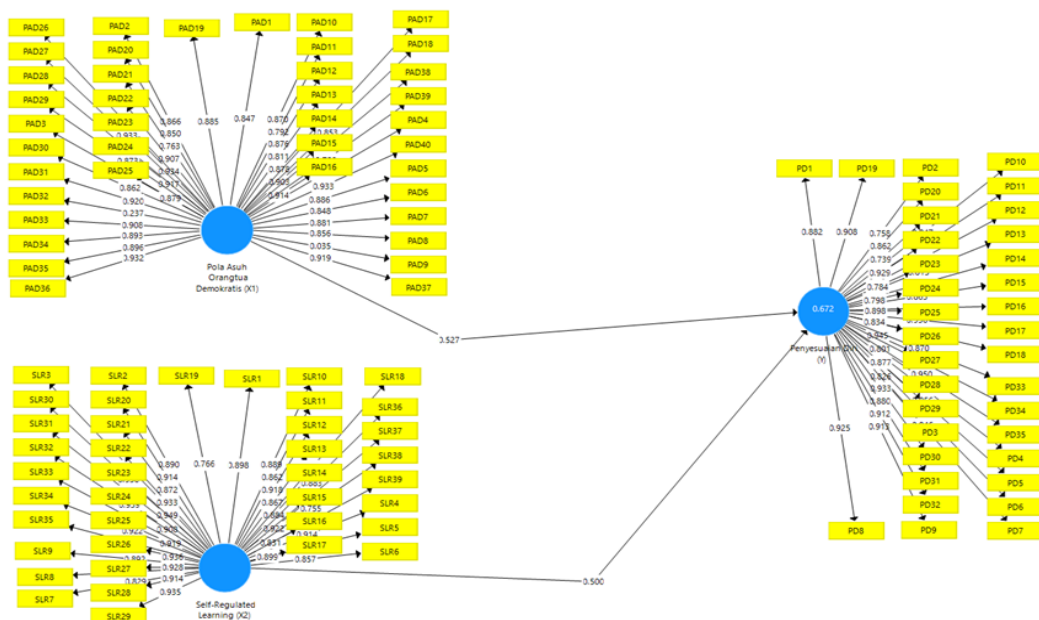
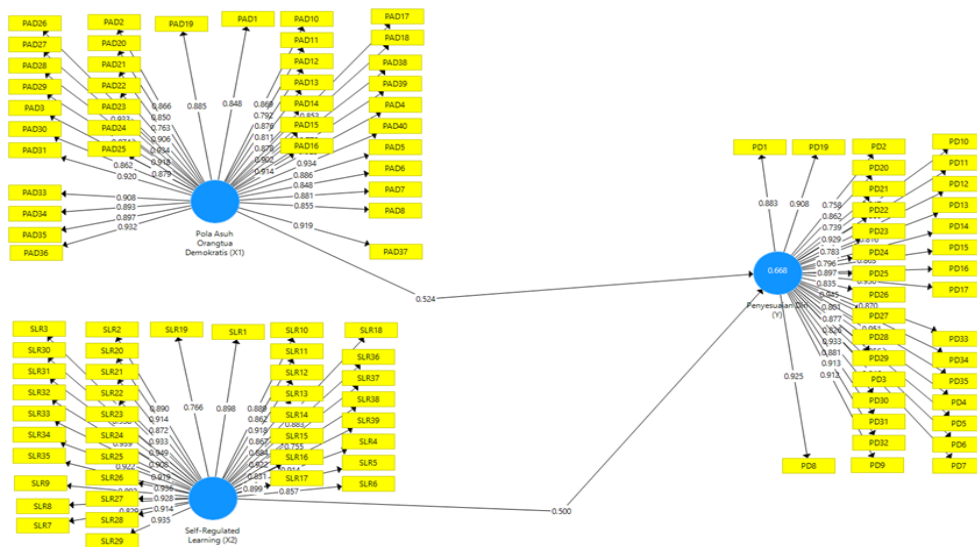


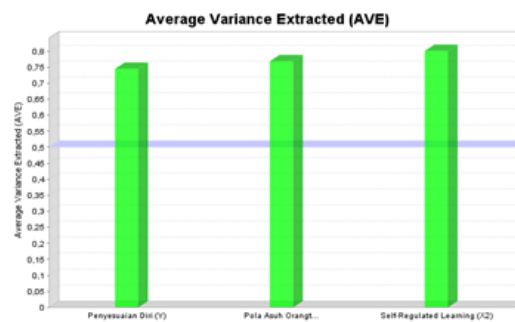
Figure 1.  
 Research Likert Scale

Based on the results of the outer loading validity test shown in Figure 1, it was found that several item indicators, namely PAD32, PAD9, and PD18, did not meet the validity criteria because they had outer loading values of less than 0.7. This low outer loading value indicates that these indicators are not strong enough to measure the intended construct. Therefore, in order to maintain the accuracy and validity of the analysis, the PAD32, PAD9, and PD18 indicators must be removed from the further analysis process. This step is important to ensure that only valid and reliable indicators are used in the model, so that the analysis results can be more reliable and accurate in measuring the variables studied. This removal also aims to improve the consistency and integrity of the entire research model.



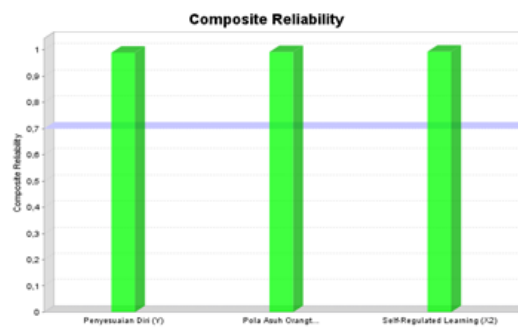
**Figure 2.**  
 Validity Testing Based on Outer Loading (After Eliminating Invalid Indicators)

Based on the results of the outer loading validity test shown in figure 2, all indicators show outer loading values above 0.7, which means that they have met the validity requirements according to the established criteria. This shows that the indicators in the model have a strong correlation with the measured construct, so that its validity can be needed for further analysis. After ensuring validity through outer loading, additional validity testing was carried out with the average variance Extract (AVE) to ensure that the tested construct truly represents the measured variable and is not influenced by errors, thereby increasing confidence that the research model has good validity.



**Figure 3.**  
 Validity Testing Based on Average Variance Extracted (AVE)

The recommended average variance Extracted (AVE) value in validity testing is above 0.5, and the results show that all AVE values exceed the minimum limit. This indicates that each construct in the model has met the validity requirements based on the AVE criteria, which means that the variance explained by the indicators in one construct is greater than the variance caused by error. After ensuring validity through AVE, the next step is to conduct reliability testing using the Composite Reliability (CR) value. This CR test is important to ensure that the indicators in the construct are not only valid but also consistent in measuring the intended concept, so that the construct can be relied on in the analysis and interpretation of research results.

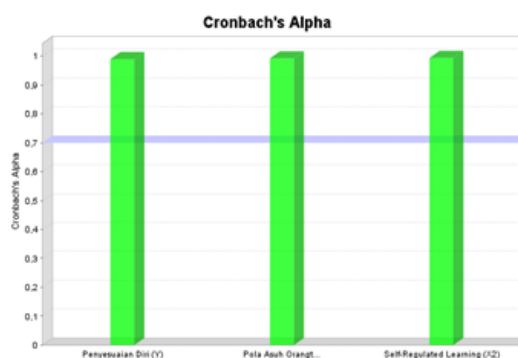


**Figure 4.**  
 Reliability Testing Based on Composite Reliability (CR)

The recommended Composite Reliability (CR) value is above 0.7, and the analysis results show that all CR values are greater than the minimum limit. This indicates that each construct in the model has met the reliability requirements, indicating high consistency in measurement. After ensuring reliability through CR, the next step is to conduct additional reliability testing using Cronbach's alpha (CA) values. This testing is important to further strengthen the indicators in the construct, ensuring that the research instrument is not only valid but also consistent in its measurement.

**Table 1.**  
 Reliability Testing Based on Cronbach's Alpha (CA)

	<b>Alpha Cronbach</b>
Self-Adjustment (Y)	0.989
Democratic Parenting Pattern (X1)	0.992
Self-regulated learning (X2)	0.993



**Figure 5.**  
 Reliability Testing Based on Cronbach's Alpha (CA)

The analysis's findings indicate that all Cronbach's alpha (CA) values are above the suggested threshold of 0.7. This shows that the model's structures meet Cronbach's alpha reliability criteria and have strong internal consistency. The Fornell-Larcker technique, which seeks to confirm that each construct in the model is indeed distinct from one another, is used to assess the discriminant validity after this reliability has been established. Table 4.6 displays the discriminant validity test results, which validate the model overall.

**Table 2.**  
 Discriminant Validity Testing: Fornell & Larcker

	<b>Self-Adjustment (Y)</b>	<b>Democratic Parenting Pattern (X1)</b>	<b>Self-regulated learning (X2)</b>
Self-Adjustment (Y)	(0.863)		
Democratic Parenting Pattern (X1)	0.662	(0.877)	
Self-regulated learning (X2)	0.644	0.276	(0.895)

**Table 3.**  
 Discriminant Validity Testing: HTMT

	<b>Self-Adjustment (Y)</b>	<b>Democratic Parenting Pattern (X1)</b>
Democratic Parenting Pattern (X1)	0.664	
Self-regulated learning (X2)	0.647	0.272

Based on the results of the discriminant validity test using the HTMT approach, it is known that all values are <0.9, which means that the conclusion has met the discriminant validity requirements based on the HTMT approach.

### Significance Test of Influence

The results of the significance test of the influence have been presented in full in table 4, showing the level of significance of each variable tested. These results provide a clear picture of how strong and significant the relationship between variables is in the research model, which is important for understanding the influence of each variable on other variables in the context being analyzed.

**Table 4.**  
 Test Path Coefficients & Significance Effects

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Value</b>
Democratic Parenting Patterns Towards Self-Adjustment	0.524	0.526	0.096	5,456 people	<b>0.000</b>
Self-Regulated Learning towards Self-Adjustment	0.500	0.499	0.100	5,011 years	<b>0.000</b>

Based on the results in table 4 above, the following results were obtained:

With a coefficient value of 0.524, the analysis's findings demonstrate that Democratic Parenting Pattern (X1) significantly improves Self-Adjustment (Y). The suggested hypothesis may be accepted because of the T-Statistics value of 5.456, which is higher than 1.96, and the P-Values of 0.000, which is lower than 0.05. Therefore, the more democratic parenting a person's parents practice, the better their capacity for self-adjustment.

In addition, Self-Regulated Learning (X2) is also proven to have a significant positive effect on Self-Adjustment (Y), with a coefficient value of 0.500. The T-Statistics value for this variable is 5.011, which is also greater than 1.96, and the P-Values are 0.000, indicating strong significance. This indicates that an individual's ability to regulate themselves in the learning process has a positive impact on their ability to adjust to various situations. These two findings together confirm that democratic parenting and regular and independent learning are important factors in improving individual adjustment.

**Table 5.**  
Multicollinearity

	<b>English: VIF</b>
Democratic Parenting Style -> Self-Adjustment	1,000
<i>Independent Learning</i> -> Self-Adjustment	1,000

It is known that the Variance Inflation Factor (VIF) value obtained in the analysis is greater than 10. This indicates that the assumptions of the multicollinearity test have been met properly. A high VIF value indicates the presence of multicollinearity between the independent variables in the model, which means that there is a strong linear relationship between the variables. However, in the context of this analysis, a VIF value exceeding the threshold of 10 indicates that the problem of multicollinearity has been identified and measured appropriately, ensuring that the relationship between variables can be considered more carefully in the interpretation of the research results.

**Table 6.**  
R-Square

	<b>R Square</b>
Self-Adjustment (Y)	0.668

The R-Square value of Self-Adjustment (Y) is 0.668, meaning that Self-Regulated Learning (X2) and Democratic Parenting Pattern (X1) may explain or impact Self-Adjustment (Y) by 66.8%, with other factors influencing the remaining 33.2%.

**Table 7.**  
Q-Square

	<b>Q<sup>2</sup> (=1-SSE/SSO)</b>
Self-Adjustment (Y)	0.492

It is known that the Q-Square value (Q<sup>2</sup>) of Self-Adjustment (Y) is 0.492 > 0, which means that Democratic Parenting Patterns (X1), Self-Regulated Learning (X2) together or simultaneously have a significant effect on Self-Adjustment (Y).

**Table 8.**

Goodness of Fit Model Testing	
Estimated Model	
SRMR	0.063

Based on the results of the goodness of fit test using SRMR, the SRMR value obtained was 0.063, which is smaller than the threshold of 0.1. This indicates that the model has met the goodness of fit criteria and can be considered appropriate or "fit" with the data analyzed. With an SRMR value that shows good suitability, this model can be relied on to explain the relationship between the variables tested.

### ***Discussion***

#### **Influence Democratic Parenting Patterns Towards Self-Adjustment**

Given that the coefficient value reached 0.524, the study's findings indicated that democratic parenting practices significantly affect kids' adjustment. These findings suggest that democratic parenting practices and kids' capacity to adapt to a range of social circumstances are positively correlated. With a T-Statistics of 5.456, which far exceeds the threshold of 1.96, and P-Values showing a value of 0.000, which means it is far below 0.05, we can conclude that this hypothesis is accepted and shows that this parenting pattern does make a significant contribution to children's adjustment. Research by (Biki et al 2023) reinforces this conclusion, which shows that kids whose parents use democratic parenting styles have greater adjustment skills than students whose parents use authoritarian and permissive styles.

Democratic parenting style not only affects adjustment, but also contributes to children's personal and social development. Children who are raised in a supportive environment, where they are involved in decision-making, tend to be more independent and responsible. Nabila et al. (2023) noted that children with democratic parenting styles showed better social adjustment, meaning they were able to interact with their social environment more effectively. This suggests that parenting styles involving open communication and emotional support not only increase children's self-confidence but also help them develop essential social skills.

Furthermore, democratic parenting patterns that involve children in decision-making and instill democratic values have a positive impact on their personality development. Children raised in households with this parenting style typically exhibit greater levels of self-assurance, effective communication, and favorable social attitudes. They are also better able to manage conflict in a more constructive way. Research by Zubaidah et al. (2024) shows that democratic parenting patterns can shape children's personalities positively, so that they not only become independent individuals but also have the potential to make significant contributions to society.

The democratic parenting style applied by parents provides a sense of security for children, allowing them to explore the environment around them more freely. Children who feel safe tend to be more straightforward and have a better ability to control themselves and carry out activities according to their wishes. This shows that the application of a good parenting style not only affects psychological aspects, but also social development, academic achievement, and problematic behavior. Ningsih et al. (2022) emphasize that the application of this parenting style is very broad and can affect many aspects of a child's life.

Thus, it is important to realize that parenting styles have a profound impact on a child's development. The application of democratic parenting styles not only helps children

adjust, but also equips them with the skills needed to become independent and responsible individuals. Therefore, efforts to raise parents' awareness of the importance of this parenting style are essential. Through education and training for parents, we can create a better generation, who are not only able to adapt to their surroundings, but also make positive contributions to society.

### **The Influence of Self-Regulated Learning on Self-Adjustment**

Self-Adjustment (Y) is significantly positively impacted by Self-Regulated Learning (X2), as indicated by the Original Sample column's coefficient value of 0.500. The two variables have a significant link, as this graphic demonstrates. The T-Statistics reaching 5.011, which is much higher than the threshold of 1.96, and the P-Values recorded at 0.000, which is below 0.05, further strengthen the argument that the proposed hypothesis can be accepted. This shows that self-regulated learning is not just a theory, but also has significant practical applications in the context of education and individual self-development. In this context, self-regulated learning can be understood as a process that involves self-management in learning, where individuals strive to maintain and even improve their learning achievements.

Self-regulated learning is a proactive process carried out by individuals to manage their thoughts, change habits, and set clear goals in learning. This process includes various aspects such as time management, monitoring progress, and reflection on learning outcomes. Etymologically, this term comes from self-regulation, where individuals play an active role in their learning activities. According to Tarumasely (2024), self-regulated learning is not only the ability to learn independently, but also includes the ability to adapt effective learning strategies according to the needs and situations faced. Thus, individuals who have good self-regulated learning abilities tend to be better able to adapt and adjust to their learning environment, which in turn contributes to increased self-adjustment.

Research conducted by Sari (2023) shows a significant relationship between independence and self-regulated learning with self-adjustment in adolescent students living in Islamic Boarding Schools. The results of this study indicate that the higher the level of independence and self-regulated learning abilities possessed by students, the higher their ability to adjust to the social and academic environment. Conversely, students who have independence and self-regulated learning tend to have difficulty in adjusting. These findings emphasize the importance of developing independence and independent learning as part of the educational curriculum, especially in educational environments that have unique characteristics such as Islamic Boarding Schools. Thus, strengthening these aspects can be a strategic step in improving the quality of education and student welfare.

Furthermore, research by Fitrianti & Cahyono (2021) confirms that self-regulation has a significant influence on self-adjustment. This finding shows that students who are able to regulate themselves well, both in the context of learning and in social interactions, will find it easier to adapt to the various situations they face. This shows that the development of self-regulation skills should be a major focus in education, because it not only contributes to academic achievement, but also to students' social and emotional abilities. Therefore, educational strategies that integrate the development of self-regulated learning and self-regulation will be very beneficial in creating individuals who are not only academically intelligent but also able to adapt well in society. Thus, the development of self-regulated learning and self-regulation is the key to creating a generation that is resilient and ready to face future challenges.

### **The Influence of Democratic Parenting Patterns and Self-Regulated Learning on Self-Adjustment**

The study's findings demonstrated that Self-Adjustment (Y) could be explained or influenced by Democratic Parenting Pattern (X1) and Self-Regulated Learning (X2) by 66.8%. This demonstrates that both elements are crucial to children's and teenagers' psychological development. The remaining 33.2% is impacted by additional variables that the study did not examine, such as elements of the social environment, the state of the economy, and personal experiences.. This study highlights the importance of understanding how parenting patterns and self-regulated learning abilities can shape children's character and adaptability in facing various challenges in their lives.

Democratic parenting patterns and self-regulated learning have a significant influence on self-adjustment in children and adolescents. This can be seen from several findings stating that democratic parenting patterns, which involve active participation of children in decision-making, are positively related to students' learning independence. Children who are raised in an environment that supports dialogue and collaboration tend to be more confident and do not hesitate in making decisions. They learn to be responsible for the choices they make, which in turn forms a positive attitude towards their learning process and social interactions. According to Santika et al. (2017), children who experience democratic parenting patterns tend to be more open in communicating and are better able to express their opinions, which are important elements in self-adjustment.

Self-regulation also has a significant positive effect on self-adjustment. Every student needs to have the ability to regulate themselves in the learning process. This ability includes time management, activity selection, and strategies that support academic achievement. Students who are able to regulate themselves will be more likely to organize their study schedules well, so that they can achieve the desired academic goals. Self-regulation in learning is the ability of individuals to organize, organize, and control themselves with learning goals, as well as pay attention to environmental conditions. Ahmad (2023) added that students who have a high level of self-regulation will prefer activities that support their journey towards their goals, which shows that self-regulated learning not only has an impact on academic achievement, but also on character development and self-identity.

Thus, it is important to recognize that children and adolescents' adjustment is not only influenced by the democratic and self-regulated learning patterns of their parents, but also by a variety of other factors that may play a role in their developmental process. Therefore, a comprehensive approach is needed to understand and support children's development. This includes not only the development of independent learning skills and the implementation of supportive parenting patterns, but also paying attention to external factors such as social support, access to educational resources, and a conducive environment. By integrating these aspects, we can help children and adolescents to better adapt to life's challenges and reach their full potential.

### **CONCLUSION**

Based on the findings of the study and the researchers' discussion of the impact of self-regulated learning and democratic parenting styles on the adjustment of new students at the Darularafah Raya Islamic Boarding School in Medan, the following conclusions can be made: First, the R-Square value of Self-Adjustment (Y) is known to be 0.668, meaning that Self-Regulated Learning (X2) and Democratic Parenting Patterns (X1) may account for 66.8% of Self-Adjustment (Y), which is comparable to 33.2% due to other causes.

Second, it is known that Self-Adjustment (Y) has a Q-Square value (Q2) of  $0.492 > 0$ , indicating that Self-Adjustment (Y) is significantly impacted by Democratic Parenting Patterns (X1) and Self-Regulated Learning (X2) either together or separately. The third finding is that the Democratic Parenting Pattern (X1) has a substantial beneficial impact on Self-Adjustment (Y), with a coefficient value (Original Sample column) = 0.524, T-Statistics =  $5.456 > 1.96$ , and P-Values =  $0.000 < 0.05$  (Hypothesis Accepted). With a coefficient value (Original Sample column) = 0.500 and a substantial impact (T-Statistics =  $5.011 > 1.96$  and P-Values =  $0.000 < 0.05$ ), Self-Regulated Learning (X2) benefits Self-Adjustment (Y) (Hypothesis Accepted).

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