

Differences of Local Students and Non-Local Students Independence

Putri Rahmawati¹, Martunis², Jamilah Aini Nasution³

¹ Universitas Syiah Kuala: putrirahma7501@gmail.com

² Universitas Syiah Kuala: martunis_yahya@unsyiah.ac.id

² Universitas Syiah Kuala: jamilahaininst@usk.ac.id

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ABSTRACT

Independent students are inherently capable of self-management, not relying on emotional support from others, especially parents, able to make independent decisions, and possess a strong set of principles. Furthermore, the objectives of this research are as follows: 1) to determine the level of independence among local students, 2) to determine the level of independence among non-local students, 3) to identify the differences in independence between local and non-local students. This research employs a quantitative approach with a comparative research design. The population of this study consists of active students from the 2022 cohort, who come from outside the Aceh province and do not live with family members or relatives (for local students), as well as those who reside in and originate from Banda Aceh or live with their parents (for non-local students), totaling 425 students. The research sample comprises 133 students, with 60 local students and 73 non-local students, selected using a simple random sampling technique. Based on the research findings, it was known that the level of independence among local students predominantly falls into the high category (60%), while independence among non-local students predominantly falls into the moderate category (49%). The research results show an Asymp. Sig. (2-tailed) value of $0.026 < 0.05$, indicating that there was a difference in independence between local and non-local students at, as evidenced by the detailed mean rank values, with local students (75.18) having a higher mean rank than non-local students (60.27). Therefore, it can be concluded that the hypothesis in this research is accepted.

Corresponding Author:

Putri Rahmawati
Universitas Syiah Kuala: putrirahma7501@gmail.com

1. INTRODUCTION

The adolescent period is a transitional phase from childhood to adolescence. During this period, individuals undergo growth and development, including physical growth, characterized by an increase in height and weight. Adolescent development is marked by the maturity of organ functions and an increase in physical abilities. Moreover, adolescents at this stage generally do not want to be treated as children but have not yet fully reached maturity to be considered fully grown adults. According to Bastiani & Hadiyati (2020) students are individuals in the late adolescent to early adulthood development phase, typically aged between 18-21 years. This is marked by adolescents who are capable of mature thinking, determining the kind of individual they want to become in the future, and the lifestyle they desire, including choosing a career path they want to pursue (Anggreani and Ramadhani, 2021).

In choosing their future careers, adolescents have the right to decide where they will continue their education. Generally, at the end of high school, many adolescents start looking for information about the higher education institution they will attend, including the university, faculty, and major they are interested in. Additionally, many students will also seek information about accommodation and the environment they will be in, which they usually find through the university's official website, from friends, teachers, family members, acquaintances, or seniors who are currently studying at that campus. After gathering enough information and having strong convictions, some adolescents are willing to pursue education far from their hometowns to fulfill their dreams and desired careers (Jannah, 2018). Adolescents who choose to continue their education in a place far from their hometowns are referred to as local students. According to the *KBBI* (Indonesian Dictionary), a local or wanderer can be defined as an individual seeking a livelihood and knowledge in another country. Local students can also be interpreted as individuals who leave their hometowns to pursue education at a specific institution. Meanwhile, adolescents who choose to continue their education in their hometowns are referred to as non-local students.

Like most humans, both local and non-local students are gradually expected to become independent by building good relationships with those around them. According to (Sukarelawati, 2019) independence in psychological terms, is an individual's ability to decide or work on something without assistance from others. This ability can include the skill of carefully considering what needs to be done and decided upon, taking into account various factors, both positive aspects like benefits and advantages, and negative aspects like potential losses. More specifically, (Patriana, 2007) states that independence is a quality that allows an individual to act independently, to do something based on their own initiative, to pursue achievements, have confidence, and a desire to work on something without the help of others, the ability to overcome challenges, control actions, influence the environment, have self-confidence in their abilities, appreciate one's own situation, and derive satisfaction from one's own efforts. Independence, according to (Steinberg, 2014) consists of three aspects: emotional independence, which can be understood as independence that reflects a change in emotional closeness between individuals and others; behavioural independence, which can be interpreted as the ability to make decisions without depending on others and do so responsibly; and lastly, value independence, which is the ability of an individual to understand a set of principles/values related to what is right and wrong, as well as what is important and unimportant.

Based on the findings from initial interviews with several first-year local students at the Faculty of Education, Universitas Syiah Kuala, for the academic year 2022/2023, who came from various areas outside Banda Aceh, they mentioned that during their time away from their parents, many things have changed. The most noticeable change is that they have

become more confident in their actions and decision-making. They are also less influenced by others because they feel distant from their families and rely more on themselves when making decisions. On the other hand, based on interviews with several first-year non-local students at the Faculty of Education, Syiah Kuala University (FKIP USK) for the academic year 2022/2023, who come from the city of Banda Aceh, there is a striking difference between non-local and local students. Non-local students tend to seek the opinions of others, especially their parents and other family members, have difficulty making decisions, and are more easily swayed and influenced by what others say.

Regardless of whether a student chooses to commute or not, both face their own challenges when entering campus life. For instance, local students must be prepared to leave behind their previous lives, including parents, other family members, and friends. Additionally, local students may encounter potential downsides, such as having to spend their holidays in their place of study away from home. Therefore, local students are required to have courage and independence to be able to make decisions, take action, and take full responsibility for their choices without relying on others' comments. This is different from the experience of non-local students, or those who remain in their hometowns, as they tend to involve others more in their actions, especially their family members. Additionally, feeling close to their family environment leads them to believe that their parents and other family members will always be there to help them, both in facing their academic world and when making decisions and taking action.

Based on these considerations, the researcher aims to further understand independence among local and non-local students by conducting a study entitled "Independence Differences between Local Students and Non Local Students of FKIP USK". Therefore, this research is expected to provide information to the readers about independence and offer insights to help them enhance their independence and avoid behaviors that may harm themselves or others.

2. METHODS

The method employed in this research was a quantitative approach with descriptive and comparative tests. Also, the descriptive test was used to describe or provide an overview of the variables under study through the existing sample data, while the comparative test was used to determine whether there was a difference between the two samples being studied. Therefore, the population in this research consists of active S1 FKIP USK students from the 2022 cohort, who come from outside the Aceh province and do not live with family members or relatives (for local students), as well as those who reside in and originate from Banda Aceh or live with their parents (for non-local students), totaling 425 students. The samples were selected using the simple random sampling technique, and the total number of samples in this study is determined using the Slovin formula, resulting in 133 FKIP USK students, with 60 local students and 73 non-local students.

Moreover, data collection were carried out by distributing a scale of independence to the research subjects. The independence scale is constructed based on the aspects of independence outlined by (Susanto, 2018) which include emotional independence, the ability not to rely on emotional support from others in self-management; behavioral independence, acting of one's own will without excessive reliance on others; and value independence, the freedom to interpret a set of principles about right or wrong, rights and responsibilities, and deciding what is important and what is less important.

The statistical descriptive analysis technique used in this research involves tabulating the data obtained from the variables and then calculating the mean, minimum value, maximum value, and standard deviation (SD). Subsequently, the results of the mean and standard deviation calculations are categorized according to hypothetical norms. Below is the categorization guideline:

Table 1. Categorization Guidelines

Formula	Category
$X \leq (\mu - 1,5 \sigma)$	Very Low
$(\mu - 1,5 \sigma) < X \leq (\mu - 0,5 \sigma)$	Low
$(\mu - 0,5 \sigma) < X \leq (\mu + 0,5 \sigma)$	Moderate
$(\mu - 0,5 \sigma) < X \leq (\mu + 1 \sigma)$	High
$X > (\mu + 1,5 \sigma)$	Very High

After obtaining the percentage score results for each answer item, they were interpreted using the following value category guidelines:

Table 2. Evaluation Score Criteria

Percentage	Description
0%	None
1%-24%	A Small Portion
25%-49%	Less than Half
50%	Half
51%-74%	More than Half
75%-99%	A Large Portion
100%	All

Next, a comparative analysis was conducted using the Mann-Whitney test, which aims to determine the difference in the median and mean of two groups of data that are independent and have ordinal, interval, or ratio scale data, where the data is not normally distributed. The condition for significance is when the Asymp. Sig. (2-tailed) value is < 0.05 , indicating a difference. Conversely, if the Asymp. Sig. (2-tailed) value is > 0.05 , it indicates no difference.

3. FINDINGS AND DISCUSSION

3.1. FINDINGS

Overview of Respondents

Table 3. Quantitative Descriptive of Independence Variables

Hypothetical Data				
N	Xmin	Xmax	Mean	SD
133	37	148	92,5	18,5

Based on the descriptive analysis in Table 3, it is known that the minimum score was 37, the maximum score was 148, with a mean of 92.5 and a standard deviation of 18.5. The next step is to categorize the research subjects into two groups: local students and non-local students. They are then further categorized into 5 classifications, including very low, low, moderate, high, and very high categories. Hypothetical data will serve as a reference for categorizing independence and its aspects. The following table represents the categorization of independence variables in local and non-local students at FKIP USK:

Table 4. Categorization of Independence Among Local and Non-Local Students at FKIP USK

Criteria	Interval	Local Students		Non-Local Students	
		Frequency	Percentage	Frequency	Percentage
Very Low	$X < 65$	0	0%	0	0%
Low	$65 < X \leq 83$	0	0%	1	1%
Moderate	$83 < X \leq 102$	7	12%	36	49%
High	$102 < X \leq 120$	36	60%	19	26%
Very High	$X > 120$	17	28%	17	23%
Total		60	100%	73	100%
Mean		114		110	
Standard Deviation		10		11	

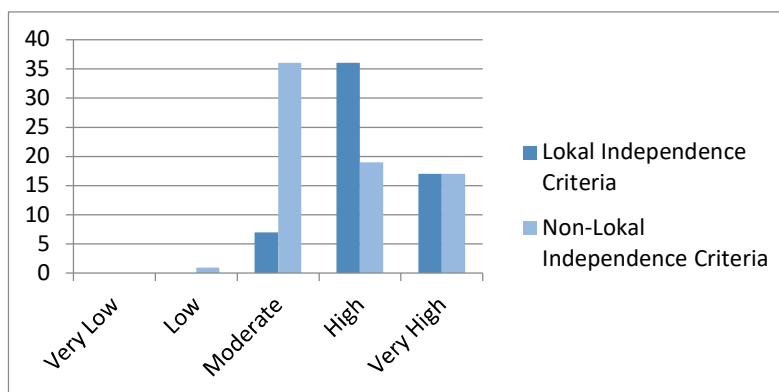


Image 1. Independence Diagram for Local and Non-Local Students at FKIP USK

Based on Table 4, it can be seen that more than half of the local students at FKIP USK have a high level of independence, with 36 (60%) students in this category. There were 17 (28%) students with a very high level of independence, followed by 7 (12%) students with a moderate level of independence. There are no students in the low or very low independence categories, as indicated by 0 (0%). Furthermore, it is noted that the mean for local students was 114, with a standard deviation of 10. Therefore, it can be concluded that the level of independence among local students at FKIP USK falls into the 'High' category.

Moving on, based on the table above, it can be observed that less than half of the non-local students at FKIP USK have a moderate level of independence, with 36 (49%) students falling into this category. There were 19 (26%) students with a high level of independence, followed by 17 (23%) students with a very high level of independence. Additionally, 1 (1%) student had low level of independence, and 0 (0%) students fall into the very low independence category. The mean for non-local students was 110, with a standard deviation of 11. Therefore, it can also be concluded that the level of independence among non-local students at FKIP USK falls into the 'Moderate' category.

Comparative Analysis Mann-Whitney Test

The hypothesis proposed in this research is the existence of a difference in independence between local and non-local students. This hypothesis was analyzed through comparative analysis using the Mann-Whitney test. The Mann-Whitney test is used to find differences between two groups of data that are not normally distributed and to determine

the difference in median and mean values of the independence variable among local and non-local students at FKIP USK. Below is histogram to visualize the difference in median independence between local and non- local students:

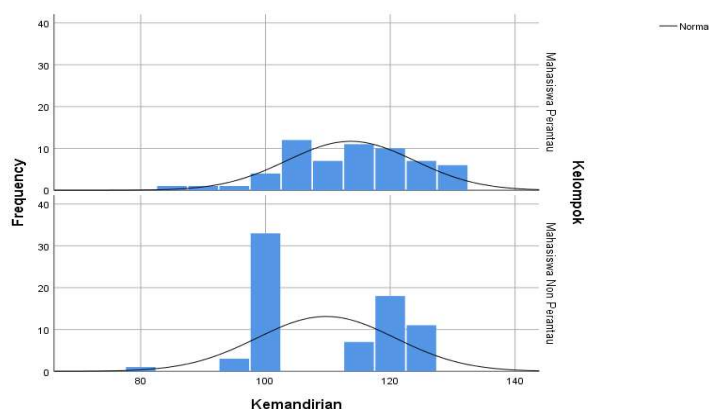


Image 2. Histogram of Independence Among Local and Non-Local Students at FKIP USK

Based on the histogram above, it can be observed that the shapes and spreads are similar, indicating that the data's shape and distribution are the same. However, the highest peaks in both histograms are different, suggesting a difference in median independence between local and non-local students at FKIP USK.

Table 5. Mann-Whitney Test

Ranks				
Independence of Local and Non-Local Students	Subjects	N	Mean Rank	Sum Of Ranks
	Local Students	60	75.18	4511.00
	Non-Local Students	73	60.27	4400.00
	Total	133		

Test Statistics ^a	
	Independence of Local and Non-Local Students
Mann-Whitney U	1699.000
Z	-2.224
Asymp. Sig. (2-tailed)	.026
a. Grouping Variable: Subjects	

From the results of hypothesis testing using the Mann-Whitney test, assisted by SPSS, between the independence of local and non-local students, it was found that the Asymp. Sig. (2-tailed) value was 0.026 and was higher than 0.05. Therefore, it can be concluded that there was a difference in independence between local and non-local students in this research.

Looking at Table 5, it can be seen that the mean rank value for local students in this study is 75.18, and the mean rank value for non-local students is 60.27. From these values, it can be concluded that the mean rank value for local students is higher than that

of non-local students, indicating that local students have a higher level of independence than non-local students."

3.2. DISCUSSION

Description of Independence Among Non-Local Students

The results of the data analysis from the research conducted on the independence of 60 FKIP USK non-local students indicate that their independence falls into five categories. More than half of them fall into the high category, less than half into the very high category, a small portion falls into the moderate category, and none are in the low or very low categories. Based on these explanations, it can be stated that FKIP USK non-local students have a high level of independence, with 60% (36 students) out of the 60 sampled students falling into the high category.

This research reveals diverse levels of independence among FKIP USK non-local students. None of them fall into the low or very low categories, but there are some in the moderate category, totaling 7 students. Students in the moderate independence category are considered to be between high and low independence levels. This means that these non-local students are fairly adept at self-management, not overly reliant on emotional support from others, especially parents, capable of making independent decisions, and possess strong principles. Furthermore, 36 students are in the high independence category, and 17 students are in the very high independence category. This indicates that they are good or very good at adapting to new environments, making new friends, and adjusting to new situations. Moreover, students with high and very high independence levels can effectively manage their emotions, handle their finances, take initiative, solve problems skillfully, and have the desire to accomplish tasks without relying on others (Sa'diyah, 2017). This is evidenced by their ability to sustain themselves in their place of residence without constantly depending on monthly allowances from their parents, managing their finances by working or being creative with their talents. Additionally, Fadhilah and Faradina (2016) argue that independence enables students to make decisions by considering the root causes of problems and finding alternative solutions without assistance from others, which significantly impacts non-local students.

Essentially, students pursuing education through non-local experiences face more challenges in applying their independence. These students are expected to be mentally and physically independent because activities done away from parents are carried out individually. Student age falls within the late adolescent stage, during which they typically experience increased independence and full responsibility for managing their lives. According to (Hartini, 2015) independence is an internal strength acquired through the process of individuation, which is the realization of selfhood and the journey toward perfection. Individuals with strong self-reliance have high self-esteem and low problematic behaviors, reducing continuous dependency. To achieve appropriate independence, students must reach a suitable level of independence (Asiyah, 2013). The description of independence among non-local students that was previously outlined aligns with the perspective put forth by (Susanto, 2018). Independence signifies confidence in one's abilities to solve problems without special assistance, especially from parents. Independent individuals, according to him, exhibit specific characteristics, including initiative, responsibility, the ability to make decisions considering all risks, and a quick response to new opportunities within their capacities and abilities.

In line with the explanation regarding the level of independence among FKIP USK non-local students, it can be concluded that these students exhibit good independence. This high level of independence is further evidenced by their ability to act independently, pursue achievements, have confidence, desire to work without assistance, handle challenges, control their actions, influence their environment, possess self-confidence in their abilities, and appreciate their situation, finding satisfaction in their efforts (Rizky & Zainil, 2021).

Description of Independence Among Local Students

Local students can be defined as individuals who choose to pursue their education in their hometown and continue living with their parents. Generally, in terms of independence, local students tend to feel more at ease facing their university life compared to non-local students who might experience initial anxieties. However, those who choose not to move away initially might feel more courageous, but they may become more vulnerable to relying on others, especially parents and friends, later on. Based on the data analysis conducted on 73 local students from FKIP USK, it is shown that their independence falls into several categories. Less than half of them are in the moderate category, less than half are in the high category, a small portion is in the very high category, a small portion is in the low category, and none are in the very low category. Therefore, the independence of local students at FKIP USK can be categorized as moderate to high, with 49% falling into the moderate category and 26% falling into the high category.

Local students with moderate independence can be considered capable of managing themselves, not overly reliant on emotional support from others, especially parents, able to make independent decisions, and possess strong principles. This relates to the analysis of emotional independence aspects, where less than half of the local students fall into the moderate level, accounting for 45%. In terms of behavioral independence, less than half of the local students fall into the very high level, comprising 38%. Lastly, in terms of value independence, less than half of the local students are in the very high level, also at 38%.

This research indicates that local students at FKIP USK have varying levels of independence. There are no students in the very low category, but one student falls into the low category. This means that this student was not very adept at self-management, often relying on emotional support from others, especially parents, not very good at making independent decisions, and lacks strong principles. Furthermore, 36 local students fall into the moderate category, indicating that they were fairly good at self-management, not overly reliant on emotional support from others, capable of making independent decisions, and possess strong principles. Additionally, 19 local students were in the high category, while 17 are in the very high category. This means they were independent and highly independent, demonstrating explorative behavior, the ability to make decisions, self-confidence, and creativity. Students in these categories were assumed as critical thinkers, unafraid to take action, goal-oriented, self-directed, and relatively free from their physical and social environment (Ramadansur et al., 2023). Although they depend on their environment to fulfill basic needs, once those needs are met, they were free to do things their way and develop their potential (Santosa & Marheni, 2013).

The description of independence among local students at FKIP USK, as presented earlier, aligns with the views expressed by (Herawati, 2019). She concludes that independence or autonomy can be understood as an individual's skill to control and regulate thoughts, feelings, and actions freely, and attempt to overcome feelings of shame and doubt on their own. Furthermore, (Susanto, 2018) defines independence as a motivational strength within oneself, especially in decision-making, and the ability to take responsibility for all consequences of the decisions made. The ability to express, maintain,

and regulate behavior indicates a freedom in independent students to determine the behavior they want to display, decide their life steps, life goals, and adopted values.

Based on the description of the level of independence, it can be concluded that the level of independence among local students at FKIP USK falls into the moderate category, indicating that their independence is sufficient. However, the independence of non-local students still needs improvement to create individuals who can stand on their own, make decisions independently, and have the courage to solve problems without specific assistance from others. This aligns with what was stated by Ali & Asrori (in Herawati, 2019), who predicted that a life situation that does not lead to independence can cause individuals to become confused or immerse themselves in new situations without being able to select again if they do not have adequate resilience.

Differences in Independence Between Local and Non-Local Students at FKIP USK

In essence, this research aims to understand the differences in independence between non-local and local students at FKIP USK. In this study, the results obtained will be based on a comparative analysis consisting of normality tests, homogeneity of variance tests, and Mann-Whitney U tests. Based on the Mann-Whitney U test, which refers to the difference in mean ranks between non-local and local students with Asymp. Sig. (2-tailed) < 0.05 , it was found that the significance value between the independence of non-local and local students at FKIP USK was 0.026 and was higher than 0.05. With detailed mean rank values of non-local students 75.18 $>$ mean rank values of local students 60.27, it can be interpreted that the independence of non-local students was higher than that of local students.

Therefore, the high level of independence among non-local students aligns with the characteristics of independence according to (Herawati, 2019) the independent of non-local students take responsibility for tasks, are accountable for their work, do not rely on authority, and do not need guidance. Furthermore, the high level of independence among non-local students can also be observed from the categorical analysis results of the three aspects of independence. Emotional independence among non-local students was at 58% in the high category, behavioral independence was at 43% in the very high category, and value independence was at 48% in the high category. Based on the description above, it can be concluded that there was a difference in independence between non-local and local students at FKIP USK. This research's findings are consistent with a previous study conducted by (Jannah, 2018) entitled "Differences in the Level of Independence between Non-local and Local Students," which also found differences in independence between non-local and local students. However, the difference between these studies lies in the location and research subjects. This study was conducted at the Faculty of Education, Syiah Kuala University (FKIP USK), with the research subjects being FKIP students from the 2022 cohort. In contrast, (Jannah's, 2008) study was conducted at Muhammadiyah University of Malang with research subjects from the 2015 cohort at Muhammadiyah University of Malang.

This research also revealed additional findings related to the significant contribution of the emotional independence aspect to non-local students at FKIP USK. It was found that the emotional independence aspect makes the most significant contribution, with more than half of the non-local students falling into the high category. Emotional independence involves changing emotional bonds with others, especially parents, and the ability not to depend on others' emotional support in self-management. According to Susanto (2018) emotional independence consists of four indicators: 1) De-idealized, 2) See their parents as people, 3) Nondependency, and 4) Individuation. In this study, these four indicators of emotional independence play a crucial role in expressing the level of independence among non-local students, with more than half of them falling into the high category.

Furthermore, the high independence among non-local students was also influenced by other contributing factors, such as appropriate parenting provided by parents to their children. The expected parenting style is democratic parenting, which allows children the freedom to exchange ideas with their parents, make their own decisions, accept input from their parents, and take full responsibility for their decisions and choices. This aligns with (Herawati, 2019) that independence arises and functions when individuals find themselves in a situation that demands a certain level of self-confidence. The key to a child's independence is in the hands of the parents. Independence resulting from parental presence and guidance will produce holistic independence. To be independent, a child needs opportunities, support, encouragement from the family, especially the parenting style of parents, and the surrounding environment to achieve autonomy. In developing independence, individuals will gradually reduce the idealized image of their parents, see themselves as humans instead of parental figures, and reduce emotional dependence on their parents.

In line with the previous explanation regarding the emotional independence aspect, (Steinberg, 2014) and (Husna & Wungu, 2018) define that when entering adolescence, individuals are expected to gradually develop independence tasks, starting with emotional independence. If individuals can develop emotional independence well, they can easily develop behavioral and value independence. Thus, individuals can be said to have completed their developmental tasks during adolescence. Similarly, in the lives of non-local students, those who live away from their parents are deemed essential to develop emotional independence as it demonstrates the maturity process of individuals in preparing themselves for adulthood. Having good independence will help students adapt to their environment, socialize and collaborate, be responsible, confident in their decisions, and build good relationships with those around them. Furthermore, (Sukarelawati, 2019) distinguishes independence into two types: first, secure independence, which is the ability to cultivate love and affection for the world of life and others. They are aware of shared responsibility and growing trust in the life they lead. Second, insecure independence, which can be interpreted as personal strength expressed in behavior that opposes the world. The expected independence in students is secure independence. Secure independence will have a positive impact on the lives of students, especially non-local students, as students with secure independence will develop trust in themselves and in others.

4. CONCLUSION

Based on the data collection and data analysis results obtained, it can be concluded that the independence of non-local students at FKIP USK falls into the high category, with 60% (36 students) being independent. The independence of local students at FKIP USK falls into the moderate category, with 49% (36 students) being reasonably independent. Furthermore, there is a difference in independence between non-local and local students at FKIP USK. This can be observed from the difference in mean ranks between non-local and local students, with an Asymp. Sig. (2-tailed) value of < 0.05 , indicating that the significance value for the independence of non-local and local students at FKIP USK was $0.026 < 0.05$. Specifically, the mean rank value for non-local students is 75.18, which is greater than the mean rank value for local students, which is 60.27. From these values, it can be seen that the mean rank of non-local students is higher than that of local students. Therefore, it can be concluded that the independence of non-local students is higher than that of local students, and it can also be concluded that the hypothesis in this research is accepted.

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