

THE INFLUENCE OF COUNSELING GUIDANCE, PARENTING PATTERNS, AND SCHOOL ENVIRONMENT ON STUDENTS' LEARNING INDEPENDENCE AT MA DARUT TAQWA SEMARANG

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ABSTRACT

This study analyzes and explains the effect of counseling guidance, parenting patterns, and school environment on the learning independence of students who experience unfavorable conditions because it is seen that in schools there are still violations of school rules. This is because the counseling guidance is not running optimally. The data obtained were processed using descriptive analysis and quantitative statistical analysis. Quantitative analysis uses multiple regression analysis to determine the effect of the independent variable on the dependent variable, but before the test is carried out, the validity and reliability tests are carried out first. The results of the regression analysis show that counseling guidance, parenting patterns of parents, and the school environment significantly affect students' learning independence with a positive product-moment correlation, this indicates an increase in counseling guidance, parenting patterns of parents, and the school environment will be followed by an increase in students' learning independence, vice versa. The results of the multiple regression analysis test showed a significant F value, with a correlation of 0.439. This shows that counseling guidance, parenting patterns of parents, and the school environment significantly affect the learning independence of students with a close relationship of 43.9%. Counseling guidance, parenting patterns of parents, and the school environment affect the learning independence of students in real terms, both individually and collectively. This shows that to increase the learning independence of students, it is necessary to increase counseling guidance, improve parenting patterns, and improve the school environment.

Keywords: *Guidance counseling, parenting style, school environment, learning independence of students*

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INTRODUCTION

Activities at school should teach and instill an independent attitude in students. During exams, schools apply rules and implement systems so that students avoid cheating this motivates students to want to learn and think independently when facing tests or exams. The task of the teacher is learning that can train students to be independent. With this task, students are expected to be able to carry out and submit their assignments on time and with the students' awareness. School rules and regulations also provide students with the opportunity to practice independence, because with school rules or regulations it is hoped that students can consciously obey the rules.

In independence, students are expected to be able to carry out their duties and responsibilities, for example, uniforms neatly and by regulations, completing assignments on time, paying close attention when the teacher explains the lesson, carrying out picket work well, and not arriving late. However, there are still students who need to be reminded about various things, such as studying, doing assignments, wearing uniforms, or attributes that do not comply with the provisions, there are still those who are often late. Students who lack independence in learning can be seen when following the learning process, being passive, not

daring to ask questions when facing difficulties, liking to cheat on tests or doing assignments, and lacking critical thinking.

According to H. Prayitno (2009), guidance counseling services are assistance provided by supervising teachers to discover the child's personality, so that the child knows the "strengths" (abilities) and weaknesses (shortcomings) that exist in him, and can accept them positively and dynamically to become capital in further self-development. The same thing was also stated by A. E. Prayitno (2008), guidance is the process of providing assistance carried out by an expert person to a person or several individuals, whether children, teenagers, or adults; so that the person being guided can develop their abilities and be independent by utilizing individual strengths and existing facilities and can be developed based on applicable norms.

Based on the quote above, it can be concluded that the guidance provided by the supervising teacher includes several parts, and all of it is aimed at the interests of the students. These aspects include the child's relationship with other people, both at home, at school, and in society. The hope is that children will be easily accepted by the environment.

According to Latifah (2019), parenting is a pattern of interaction between children and parents, including fulfilling physical and psychological needs as well as socializing the norms that apply in society so that children can live in harmony with their environment. Through care at home, children learn how to interact with other people, discover their identity and gender roles, practice independence and initiative, learn to deal with anxiety and conflict appropriately, and develop correct and harmonious morals and conscience.

According to Hourlock (in Musnamar, 2019), there are three types of parenting patterns for parents towards their children, authoritarian parenting, democratic parenting, and permissive parenting.

A factor that is no less important for a child's development is the educational environment, where the educational process takes place. The educational environment can be divided into three, namely; family, school, and community. In the current era, the educational environment is developing along with the Islamic boarding school environment which will be a plus for children's development in terms of student independence. Based on the description above, it is clear that education in the family and school education are very closely related and the two are interconnected to form an integral whole. The family is the first and foremost educational environment for children, so the education experienced by children in the family becomes the basis for further education when the child enters formal education.

The school environment is the second main educational environment. Students, teachers, administrators, and counselors live together and carry out education regularly and efficiently (Hasbullah, 2019). The school environment is the condition of the school where students study which also influences the level of learning success. The condition of the school building and its location, as well as learning tools also determine students' learning success (QIROH, 2019).

Hadi & Sovitriana (2019) stated that the physical environment of the place of study influences children's learning outcomes. Teachers must be able to create an environment that helps students' educational development. The physical environment includes the room where learning takes place, classrooms, laboratory rooms, and multipurpose rooms/halls. Meanwhile, according to Pratiwi & Laksmiwati (2016), school environmental factors are as follows: a. Teachers are educators who provide a certain amount of knowledge to students. With the knowledge and skills they have, teachers can turn students into intelligent and disciplined

individuals. b. facilities and Infrastructure Learning infrastructure and facilities are factors that influence students' learning motivation. The condition of school buildings and classrooms that are neatly arranged, the school library space is orderly, the availability of classroom and laboratory facilities, and the availability of textbooks, and media/learning aids are important components to support learning activities. c. building conditions include good air ventilation, sunlight can, sufficient lighting, spacious classrooms, and sturdy building conditions. If the atmosphere in the room is dark, the room is narrow, there is no ventilation and the building is damaged, this will result in a poor learning process, allowing the learning process to be hampered. Seating arrangements include row or line study patterns, group stacking patterns, horseshoe formation patterns, and circle patterns. or square. Ventilation and lighting arrangements and storage arrangements for items.

Wahyuni & Nurhayati (2019) define learning independence as the ability to learn based on a sense of responsibility, self-confidence, initiative, and self-motivation with or without the help of other relevant people to master certain competencies, both in terms of knowledge, skills, and attitudes that can be used. to solve learning problems. Tahar & Enceng (2006) define learning independence as the characteristics and abilities possessed by students to carry out active learning activities, which are driven by students' motives to master a competency. Active learning activities that are driven by the intention or motive to master a competency to overcome a problem, are built with the knowledge or competency possessed both in determining learning time, learning place, learning rhythm, learning tempo, learning method, as well as learning evaluations carried out by the learner himself. Daulay (2021) believes that learning independence is a student's ability to make independent efforts to explore learning information from learning sources other than the teacher. The same opinion was also expressed by Bako et al. (2021) that independent learning is a learning activity carried out by students with little or no help from outside parties. According to Fitriana (2015), learning independence is the ability of students to carry out learning activities alone without depending on other people, which is done with patience and leads to achieving the students' desired goals. Sudiana et al. (2019) also expressed the same thing: learning independence means students' ability to be responsible for the learning process and take the initiative in solving problems and meeting needs to achieve learning goals.

Based on the description above, it can be concluded that learning independence in students can be formed through aspects of learning management, standing alone, solving problems, responsibility, initiative, and creativity as well as the use of various learning resources. From several aspects of learning independence above, researchers are interested in choosing the aspects proposed by Tahar & Enceng (2006), namely learning management, responsibility, and use of various learning resources because these aspects have a complete explanation, are easy for researchers to understand and can reveal the independence variable. learning to students.

METHOD

Research design

This research aims to analyze the influence of Guidance Counseling services, parenting patterns, and the school environment on students' learning independence at MA Darut Taqwa Semarang. The conceptual relationship model between variables is depicted in Figure 1. This research uses a quantitative model approach, to test theories, test hypotheses, use statistical

testing tools to use numbers with statistical data processing, starting from data collection, and data interpretation, and the presentation is carried out in the form and model of numbers based on the results of statistical processing (Arikunto, 2019).

Research design is a framework or plan for conducting a study that will be used as a guide in collecting and analyzing data. The type of research design used in this research is inferential statistics.

Population, Sample, and Sampling Technique

The population of all students at MA Darut Taqwa Semarang is 194 students. Based on the Slovin formula, the sample in this study was 65 respondents. Samples were taken with the help of a questionnaire, namely written communication between researchers and respondents. Researchers do not deal directly with respondents but use a list of questions. Apart from that, observations were also carried out.

Instrument Feasibility Test

Validity test

Validity is a measure that shows the level of validity of an instrument. A valid instrument has a high level of validity. It is said to be valid if it can reveal the data from the variables studied correctly. To test the level of validity of the questionnaire with a significant level ($\alpha = 5\%$) the Product Moment correlation coefficient formula was used (Arikunto, 2010). Validity testing in this research uses product-moment correlation processed with the SPSS version 22 program.

Reliability Testing

Reliability testing is a tool to show the degree of consistency of the measuring instrument in question if it is applied repeatedly on different occasions. The higher the reliability of a measuring instrument, the more stable the measuring instrument is in measuring a phenomenon and vice versa, the lower the reliability of a measuring instrument, the more unstable the measuring instrument is in measuring a symptom. By using SPSS, a variable is said to be reliable if it has a Cronbach Alpha (α) value > 0.60 (Ghozali, 2016).

Data analysis technique

Regression analysis is the study of the dependence of a dependent variable on one or more independent variables to predict the average value of the dependent variable based on the known values of the independent variables. The method used to analyze the data in this research is a statistical analysis method. Statistical techniques are used to test research hypotheses, using two predictor regression analysis techniques.

T-test (partial significance test)

The t measurement is intended to determine whether individually there is an influence between the independent variables and the dependent variable. Partial testing for each regression coefficient is tested to determine the partial influence between the independent variable and the dependent variable, by looking at the significance level of the t value at 5% of the formula used (Gujarati, 2014).

Partially, all independent variables in this study can be said to be significant at $\alpha = 5\%$ if the probability significance value of the t-ratio in the regression results is smaller than 0.05

F Test (Simultaneous significance testing)

To jointly test the independent variable and the dependent variable by looking at the level of significance (F) at 5%, the formula used (Gujarati, 2014) If the probability significance value of the F ratio of the regression is smaller than 0.050 then it can be said that all variables are independent those in the model simultaneously influence the dependent variable and are significant at $\alpha = 5\%$.

Determinant Coefficient Analysis (R^2)

This analysis is used to determine changes in the dependent variable caused by changes in the independent variable and is used in percentages. This coefficient is also used as an approximation of a linear relationship between variables (X) of more than 2. If the value of this multiple determination coefficient is greater than 0 but smaller than 1 ($0 < R^2 < 1$), then if a. The coefficient of determination value shows a number close to 1, meaning the independent variable (X) has a large influence on the dependent variable (Y). b. The coefficient of determination value is close to 0, meaning that changes in the dependent variable (Y) are heavily influenced by other factors outside the variable studied.

RESULTS AND DISCUSSION

The Influence of Guidance Counseling on Students' Learning Independence

Based on the results of the t-test analysis (partial) in Table 2, shows that the significance value for the counseling guidance variable is 0.000, which is smaller than the probability value of 0.05. So the counseling guidance variable has a significant effect on students' learning independence, which means the first hypothesis is accepted. This shows that when counseling guidance increases, students' learning independence will increase significantly, likewise, if counseling guidance decreases, students' learning independence will also decrease significantly.

Counseling guidance at MA Darut Taqwa includes:

1. Hold direct counseling with students

Counseling Guidance Teachers at MA Darut Taqwa Semarang rarely directly counsel students who violate school rules and regulations. Both in matters related to student behavior at school or in learning matters. However, the method used by the Guidance and Counseling teacher in providing counseling gives the impression of scolding and the warning given also seems inappropriate to be given to students, in the sense that the guidance and counseling teacher advises students not as a friend to the students but rather as a teacher who scolds students who make mistakes. Moreover, if the guidance and counseling teacher gives a warning to the student, this is done in front of other teachers or when there are guests. So this is where the counseling room is needed to carry out individual counseling for students. So whatever is done between the guidance and counseling teacher and students cannot be known by unrelated parties, because personal counseling also involves the privacy of students and guidance and counseling teachers at school.

2. Serve students in the event of late entry to class

In this case, the task of the guidance and counseling teacher at the school is also to provide services related to student permission letters if there are students who are late for class. This counseling guidance role should be the role of a picket teacher who is tasked with

serving students every day with all kinds of important documents such as permission to enter class, permission to go home, student attendance in class, and so on.

3. Check student attributes

In this case, the guidance and counseling teacher at the school examined the attributes worn by the students which were certainly not appropriate or had nothing to do with the attributes determined by the school, whether it was regarding haircuts, especially for male students, uniforms, and the other thing is, if during the examination there are students who violate the rules that have been determined by the school, then here the role of Guidance Counseling is as a teacher who will give punishment or sanctions to students who violate it. Usually, the sanctions given by guidance and counseling teachers include being told to sweep the classroom yard, clean the classroom terrace and prayer room, or be fined cash for counseling guidance purposes.

Findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "I don't hesitate to greet other people I just met" received a high response with an average score of 65.0%. This item received a high response because students at MA Darut Taqwa Semarang, if there are other people or new students, the students greet them, if there is a problem at school, the students cannot solve it themselves, therefore the influence of guidance is very helpful for motivating students can be independent in solving problems at school, train students at MA Darut Taqwa Semarang so they can be independent and not depend on people or their friends. A concrete example is if a student is caught breaking the rules at school by cheating during an exam, for example, the student does not want to admit it himself but the person accused is that his friend also cheated, this indicates that the student is not ready and is not independent enough to face the problems he is experiencing at school. can solve it yourself.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "class champion is the goal I want to achieve now" received a response with an average score of 48.2%. Why does the item get a score of 48.2? A concrete example at MA Darut Taqwa Semarang, researchers can provide solutions or solutions to learning problems to students who have learning difficulties. This is known when students follow counseling guidance in stages, then the counseling guidance is only temporary help in learning difficulties so that they are independent and not dependent. other students do not always copy their friends' work and to get achievements students must study hard according to their respective abilities.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "counseling guidance has succeeded in opening my mind about the job I will choose when I grow up and being sociable and fun to talk to is one of my strengths" received a response with average score 53.8%. A concrete example at MA Darut Taqwa Semarang, namely guidance counseling, received a response with a score of 53.8. It has succeeded in opening the minds of students to think about the future they will face in the future, for example, such as work, education after MA/SMA, where they want to go to college, and which major they should study. If you are interested, don't go into the wrong major and regret it later.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "always alert in carrying out my duties as a student makes me enthusiastic and appearing in front of the class makes me more confident in my abilities" received a response with an average score -average 36.2. A concrete example at MA Darut Taqwa Semarang is that experience shows that the failures experienced by students in learning are not always caused by stupidity or low intelligence, often these failures occur because they do not receive adequate counseling guidance. The way to overcome this is by frequently providing regular counseling guidance. periodically because counseling guidance is carried out only centered in schools so researchers are limited to monitoring learning outcomes in schools. Researchers are not able to provide it because it is related to time and place and counseling guidance is only temporary help in learning difficulties so that they are independent, not dependent on other students and to get achievements. Students must study actively according to their respective potential.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "excellent friends make me motivated to study better" received a response with an average score of 41.2%. A concrete example at MA Darut Taqwa Semarang is that this is the best item that motivates students to study well and diligently and directs students to things that are positive and useful for them.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "for me all friends are the same. I digest the good and throw away the bad" received a response with an average score of 45.6. A concrete example at MA Darut Taqwa Semarang is providing counseling guidance to students who change their behavior and digest good and bad behavior. If it is good, students will imitate it and get rid of bad behavior, for example, cheating in learning or at school. tests or exams are taking place.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "placing myself by the environment makes me comfortable and an orderly way of studying will make me understand more about the subject matter at school" received a response with an average score -average 35.4. A concrete example at MA Darut Taqwa Semarang is counseling guidance as an educator, the teacher's most important duties and responsibilities are to educate, the subject of students to achieve success in learning. Before providing learning guidance to students, teachers are required to know and understand the level of development of students, motivation systems or personal needs, skills, and mental health that students have before they are successful in learning.

As for other indicators, findings from the results of respondents' responses to the counseling guidance variable which consists of 16 items show that the item "being able to behave according to norms is something that I adhere to firmly and the study schedule that I have determined, I carry out with self-awareness" received a response with a score average 47.8. A concrete example at MA Darut Taqwa Semarang is that several students are still late when going to school, which means the students have not been able to arrange their study schedule, then some students are still rude to the teacher in the way they speak and the tone when communicating, the way that What the counseling guidance teacher does is give advice and direction to students who do it periodically and are monitored, then their parents also monitor

the student if he plays at home with anyone who knows what the cause is and so on. Through care at home, children learn how to interact with other people, discover their identity and gender roles, practice independence and initiative, learn to deal with anxiety and conflict appropriately, and develop the right morals and conscience.

The counseling guidance indicator that received the lowest rating was the item "Consulting personal problems with the counseling guidance teacher" with an average score of 34.4, getting the lowest score. Consulting personal problems with the guidance and counseling teacher is very low in learning at MA Darut Taqwa Semarang there are still students who leave the learning process without confirmation from the guidance and counseling teacher, which is sometimes due to personal problems with friends or parents at home.

The results of this research are in line with/support the results of research from Arif Mahmudi (2020) entitled *The Influence of Parental Guidance and Counseling Patterns and the School Environment on the Learning Independence of Students at SMA Negeri 1 Jogonalan, Klaten Regency*. The research is the same as the results of this study, showing that family parenting has a great influence on the formation of children's character. Every family usually has a parenting style for the formation of children's character. Each family usually has a different parenting style for children. The way parents care for or educate their children will influence the development of their children's independence. Conformity with research is that counseling guidance, parenting patterns, and the school environment on students' learning independence have a positive influence and are declared fit.

Guidance and counseling is the most dominant variable in influencing students' learning independence at MA Darut Taqwa Semarang, where the influence coefficient is 0.439, which is greater than the influence coefficient caused by the variables of parenting patterns and the school environment. This is because counseling guidance here is an effort to help students develop their personal lives, social lives, and learning activities. Counseling guidance in schools facilitates the development of students individually in groups, or classically according to their needs, potential, talents, interests, development, and opportunities, and guidance here is assistance provided by an expert to students to assist in solving the problems they face. learners. The independence possessed by students will bring out the individual's character and personality. For example, independence in learning greatly influences the learning process, especially for achievement. How students or individuals take the initiative in planning, implementing, and evaluating their learning system according to their potential. The results of research at MA Darut Taqwa Semarang explain that counseling guidance is very important for student development in terms of helping students overcome the problems they face. Providing comprehensive counseling guidance can help students determine their identity and direct them to things that are positive and beneficial for them. Guidance and counseling have a very important influence on the treatment of students who have problems related to student independence, including students who lack the will to work hard to achieve achievements, do not comply with school regulations that have been set, concrete examples are not wearing a complete uniform, not wearing a tie, not wearing colorful shoes. while the school rule is that shoes must be black. Apart from that, students always come late to school, they are supposed to go to school at 07.00, they leave at 07.10 or even later, they bring cell phones to school, and they often skip lessons during class.

The method used by guidance and counseling teachers is to provide special guidance to students regularly, give warnings to students, and then advise them, that if the student continues to commit violations, the guidance and counseling teacher will give sanctions to students who commit these violations and call their parents. If the student does it up to 5 times, it is a sign that the student must receive special guidance from all teachers at school. This aims to develop students' learning independence so that students dare to admit mistakes and accept the risks of their actions so they can solve their problems without asking for help from other people or friends so they can be satisfied with their efforts. Counseling teachers also have class hours so that counselors have the opportunity to provide general counseling in class.

The Influence of Parenting Patterns on Students' Learning Independence at MA Darut Taqwa Semarang

Based on the results of the t-test analysis (partial) in Table 2, shows that the significance value for the Parenting Pattern variable is 0.004, which is smaller than the probability value of 0.05. So the variable parenting style has a significant effect on students' learning independence, which means the second hypothesis is accepted. This indicates that the second hypothesis is accepted. This means that parental parenting has a positive and significant influence on students' learning independence. Students learn independence in responding to environmental conditions or the problems they are facing, armed with the understanding and experience that the individual has received during the development process without help from other people. Independence will foster a progressive and tenacious attitude so that students have the motivation to learn, students will have initiative that helps them to achieve the expected results and students will be trained to be confident in facing difficulties or problems in their learning.

The author sees the reality in the field that parents' parenting patterns regarding students' independent learning vary, including:

1. some children have high learning independence and some children have low learning independence. The problems of students who have low independence in learning are that there are students who cheat during exams, there are students who lack initiative in looking for their study materials, there are students who do not have a lesson schedule, they participate in the teaching and learning process passively, there are students who do not record lesson material if not ordered by the teacher.
2. In this research, the parenting style of parents is represented by the Islamic boarding school administrators, even though the parenting style is authoritarian, it can increase students' learning independence by implementing the rules in the Islamic boarding school. The independence that we managed to find was that students were able to adapt to a new environment other than the family environment.

The Influence of the School Environment on Students' Learning Independence at MA Darut Taqwa Semarang

Based on the results of the t-test analysis (partial) in Table 2, it shows that the significance value for the school environment variable is 0.003, which is smaller than the probability value of 0.05. So school environmental variables have a significant effect on students' learning independence, which means the third hypothesis is accepted. This shows that when the school environment improves, students' learning independence will increase significantly, likewise, if

the school environment decreases, students' learning independence will also decrease significantly. The author sees the reality in the field that the school environment affects students' learning independence, including students who are still limited in using learning facilities in libraries and computer laboratories which results in students' learning independence. The way to overcome this is that researchers suggest that schools activate learning facilities services more optimally so that students can adapt to the environment at school.

The Influence of Counseling Guidance, Parenting Patterns, and School Environment on Students' Learning Independence at MA Darut Taqwa Semarang

The results of the F test show that the variables of counseling guidance, parenting patterns, and the school environment together have a positive and significant effect on the learning independence of students at MA Darut Taqwa Semarang. Counseling guidance, parenting patterns, and a higher school environment will have an impact on increasing the learning independence of students at MA Darut Taqwa Semarang. The process of forming student independence, is influenced by internal and external factors, external factors namely the family environment, school environment, and community environment. The parenting style of parents is very influential in shaping children's attitudes, especially the parenting style of Islamic boarding school administrators which is collaborative in the formation of learning independence. From the research results, it can be seen that parental parenting influences the independence of students at MA Darut Taqwa Semarang. Based on the research results, the parenting style of parents represented by Islamic boarding school administrators has a close relationship with students' learning independence. Parents who implement appropriate parenting patterns will improve their children's learning independence. By implementing good parenting patterns, it will have an impact on students' independence, so that children's learning achievements will also be better. Parents who love and accept their children, but also demand good behavior, and have the desire to impose wise and limited punishments when this is necessary, parents are warm and affectionate towards their children. That way, children will feel safe when they know that they are loved and guided warmly so this affects the character and independence of students. A concrete example at MA Darut Taqwa Semarang is a student who violates school rules, the guidance and counseling teacher is the one who will provide guidance and give a warning to the student, for example, if there are students who do not wear school uniforms or are not dressed neatly, the guidance and counseling teacher who will give sanctions or students who are late to school will be directly handled by the guidance and counseling teacher. Most students have received good parenting from Islamic boarding school administrators, thereby increasing students' learning independence. The influence of parental parenting on students' learning independence includes educational activities in the family and Islamic boarding schools, tendencies in how to educate, and how to give assessments to children so that if independent training is developed by parents or boarding school administrators from the start, independent traits will develop earlier.

Guidance counseling can be carried out by conducting periodic counseling for students and holding mandatory counseling guidance at various times. Then, parenting styles must play a role in increasing and developing students' learning independence in the family environment and the Islamic boarding school environment. Apart from that, the school environment also

plays an important role. The way to overcome this is that researchers advise schools to optimize learning facilities so that students can adapt to the school environment. On the other hand, if the three things above are done simultaneously then the conditions are not good, and the impact will make students feel burdened, because however, students change to become independent, they need to take it slowly, if all three are implemented immediately then students will feel objections, therefore, it is best for students to If you don't feel burdened, you have to be one-on-one first, for example, if students make mistakes, they must be given direction, given regular counseling, given input on how to overcome them, then if students can't adapt to their environment, help students to adapt to the school environment with their friends, if by In this way, students do not change and still break the rules at school. It would be better for the counseling guidance teacher to call their parents so that the parents at home also help the counseling guidance teacher so that students can slowly change their attitudes starting from the family environment, to the new community environment in their school environment. A harmonious family environment will also create good family relationships. By involving children in solving problems that occur, independence in children is created by itself, this is because children are allowed to participate in solving a problem.

CONCLUSION

Based on the results of research, data analysis, and hypothesis testing that has been carried out, it can be concluded that there is a significant influence between the Guidance Counseling variable, parenting patterns, and the school environment on the learning independence variable of students at MA Darut Taqwa Semarang. First, it is proven that Guidance Counseling has a positive influence on students' learning independence. Second, parenting styles also have an influence that cannot be ignored on students' level of learning independence. Meanwhile, school environmental variables also make a significant contribution to the level of learning independence of students at MA Darut Taqwa Semarang. The important point is, that when these variables are combined, namely Guidance Counseling, parenting patterns, and the school environment, together they have a significant impact on increasing students' learning independence. This shows that these factors complement each other and interact in forming students' learning independence in the educational environment of MA Darut Taqwa Semarang.

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