



The Influence of Perseverance, Parental Support, and Students' Conscientiousness in Learning on the Learning Outcomes

Siraj Nabila Jofa¹, Hesi Patrisia², Binta Razkia³, Adila Arani⁴, Wandu Syahfutra⁵

^{1,2,3,4,5}Universitas Muhammadiyah Riau, Indonesia

Email: sirajjofa05@gmail.com

First Received: December, 2025

Final Proof Received: April, 2026

Abstract

This study examines the influence of perseverance, parental support, and students' conscientiousness/accuracy on the learning outcomes of English Education students in the 2024 cohort. Learning outcomes in higher education, particularly in teacher-training programs, are shaped by a combination of internal and external factors, including motivation, resilience, family involvement, and self-regulated learning behaviors. However, previous studies have tended to investigate these variables separately, leaving a gap in understanding how they jointly predict academic achievement in English Education programs. Therefore, this study aims to determine the extent to which perseverance, parental support, and accuracy contribute to students' academic performance. This research employed a quantitative descriptive method involving 46 students selected through simple random sampling from a population of 52. Data were collected using Likert-scale questionnaires and an achievement test, and analyzed through validity and reliability testing, normality testing, and multiple linear regression. The results show that perseverance and conscientiousness/accuracy have positive influences on learning outcomes, with accuracy emerging as the strongest predictor. Conversely, parental support demonstrates a negative relationship with learning outcomes, suggesting that excessive involvement may hinder students' autonomy and intrinsic motivation at the university level. Overall, the findings highlight the dominant role of internal non-cognitive factors in determining academic success. The study concludes that strengthening perseverance and conscientious learning behaviors is essential for improving students' learning outcomes and readiness as future English teachers.

Keywords: perseverance; parental support; conscientiousness; accuracy; learning outcomes

How to Cite (APA 7th Style): Author¹, Author², & Author³. (Year). Article title. *Jurnal Kependidikan*, vol(number), pages.

INTRODUCTION

Education plays a very important role in shaping an individual's character, skills, and knowledge. One indicator of educational success is the learning outcomes achieved by students. Learning outcomes are not only influenced by students' internal factors, but also by various external factors that interact with one another (Saputra et al., 2025). Therefore, it is important to understand the factors that affect students' learning outcomes so that the educational process can run optimally.

Education for future teachers, particularly students in English Education programs, requires not only mastery of knowledge but also academic and psychological readiness so they can teach effectively in the future. However, many students still face various academic challenges such as pressure from coursework, heavy study loads, numerous distractions, and low internal motivation. Therefore, non-cognitive factors such as perseverance in learning, accuracy in



completing tasks, and social support from parents become increasingly important in determining students' learning outcomes, which ultimately influence their readiness as future English teachers (Zhang et al., 2024).

The quality of English teachers is a critical factor in ensuring effective language instruction. Students' learning outcomes in English Education programs not only reflect their mastery of linguistic knowledge but also indicate their readiness to apply pedagogical skills in classroom settings. High-quality learning outcomes enable future teachers to develop better instructional strategies, engage students effectively, and foster a positive learning environment (Engida & Iyasu, 2023).

Perseverance is a key factor that can influence students' learning outcomes. Perseverance reflects students' resilience in facing learning challenges and plays an important role in increasing motivation and academic achievement (Putu et al., 2020). Perseverance not only motivates students to complete learning tasks but also enhances their endurance in overcoming academic failures. On the other hand, parental support, which includes moral, emotional, and material assistance, can strengthen students' learning motivation and create a more supportive environment. Several previous studies have also shown that parental support has a positive influence on students' academic achievement. For example, research conducted on university students found a significant correlation between the level of parental support and students' academic performance (Salsabila et al., 2025)

Recent studies have confirmed that perseverance, or grit, is positively associated with academic achievement. Students with higher levels of perseverance are able to maintain consistent effort despite facing academic challenges, setbacks, or high workloads. They demonstrate better self-regulation, intrinsic motivation, and overall academic performance (Izzulhaq, Feronika, & Herpi, 2023). Perseverance enables students to set long-term goals, manage their time effectively, and maintain focus on completing tasks even when the learning process becomes demanding or frustrating. In the context of English Education programs, perseverance is particularly crucial because it allows students to integrate linguistic knowledge with practical teaching skills, engage actively in classroom and practicum activities, and persist in mastering both theoretical and applied aspects of language teaching. Moreover, students who exhibit higher perseverance are more likely to overcome difficulties such as complex language structures, lesson planning challenges, and classroom management tasks, which are essential for their future professional competence as English teachers. Therefore, understanding the role of perseverance is vital for educators and institutions aiming to enhance academic outcomes and prepare competent graduates for the teaching profession (Martoyo & Lindawati, 2023).

In addition to perseverance, parental support also plays a crucial role in students' learning success. This support may take the form of emotional, material, or supervisory assistance in the learning process. Research shows that students who receive parental support tend to have higher learning motivation, which ultimately has a positive impact on their learning outcomes (Hapsari et al., 2025). Parents who provide attention, motivation, and learning facilities can create a conducive environment for students to learn. Such support not only provides emotional encouragement but also boosts students' confidence in facing challenges during the learning process.



Accuracy also plays an important role in determining students' learning outcomes. Accuracy, which involves attention to detail and the ability to follow instructions, can improve the quality of students' assignments and learning outcomes (Hidayat Cahya Pamungkas, Wahyudi, 2022). Accuracy reflects students' ability to pay attention to details, review their work, and ensure that everything is done correctly. Students who are meticulous tend to produce better work and minimize errors in the learning process.

So far, research on students' learning outcomes has focused more on parental support and motivation, while students' perseverance and accuracy have rarely been studied simultaneously. Understanding both perseverance and accuracy is crucial because these factors reflect students' internal motivation, discipline, and attention to detail, which directly influence the quality of learning and academic achievement. By examining these variables together, it becomes possible to gain a more comprehensive understanding of the factors that contribute to students' success. Therefore, investigating the combined effects of perseverance, accuracy, and parental support can provide valuable insights for educators and parents in fostering optimal learning environments.

Based on the discussion above, the researcher intends to determine the influence of perseverance, parental support, and students' accuracy on learning outcomes.

Although numerous studies have examined factors influencing students' learning outcomes, most existing research has focused on single variables such as parental support or learning motivation. Prior studies consistently highlight the importance of parental involvement in improving students' academic performance, and other research has emphasized the role of perseverance or grit as a predictor of academic achievement. However, these studies tend to analyze these variables separately rather than examining how they jointly contribute to learning outcomes. This creates a gap in understanding how multiple internal and external factors interact to influence students' academic achievement, particularly in higher education settings.

Furthermore, research on accuracy (or attention to detail) as an academic predictor remains limited, especially when combined with non-cognitive traits such as perseverance. While accuracy has been associated with improved task performance, fewer empirical studies have investigated its direct influence on learning outcomes in university-level English Education programs. This is noteworthy because accuracy is essential in language-learning tasks, academic writing, microteaching activities, and pedagogical preparation all of which are crucial components in teacher education.

Another gap is found in the context of English Education programs, where learning outcomes must reflect not only linguistic competence but also pedagogical readiness. Existing studies rarely examine how perseverance, parental support, and accuracy collectively influence students' academic readiness to become future English teachers. As a result, the understanding of learning determinants specific to teacher-training programs remains incomplete.

Thus, there is a clear research gap in examining the combined effects of perseverance, parental support, and accuracy on the learning outcomes of English Education students, particularly those preparing for the teaching profession. Addressing this gap is essential for providing universities with evidence-based insights to enhance academic support, improve instructional strategies, and strengthen the development of professional competencies among future English teachers. Therefore, this study is entitled "The Influence of Perseverance, Parental Support, and



Students' Accuracy in Learning on the Learning Outcomes of 2024 Cohort English Education Students.”

Theoretical Review

Perseverance

Perseverance, often conceptualized within the framework of grit, refers to an individual's capacity to maintain sustained effort, commitment, and consistency in pursuing long-term academic goals despite obstacles or challenges. In education research, perseverance is viewed as an essential non-cognitive factor that shapes students' ability to persist through difficult tasks, regulate their learning behaviors, and complete academic responsibilities effectively. Izzulhaq et al., (2023) describe perseverance as a combination of persistence, effort regulation, and the willingness to continue working even when academic tasks become demanding or discouraging.

Recent studies have reaffirmed the importance of perseverance as a predictor of academic achievement. Lindawati & Martoyo, (2023) found that students with high perseverance tend to demonstrate stronger self-regulation, better time management, and higher levels of sustained academic engagement. These students are more likely to complete assignments on time, prepare thoroughly for examinations, and remain focused during complex academic activities. Perseverance enables students to cope with academic pressure, overcome learning difficulties, and persist through repeated practice factors that directly enhance learning outcomes.

Perseverance consists of two major components: consistency of interest and perseverance of effort. Consistency of interest refers to an individual's ability to remain committed to academic goals over time, while perseverance of effort reflects continuous hard work despite failures, fatigue, or frustration. Tang et al., (2021) argue that perseverance of effort is particularly influential in academic settings because it reflects students' readiness to engage repeatedly in challenging tasks, revise their mistakes, and avoid giving up prematurely. These behavioral tendencies enable them to achieve superior academic performance, especially in skill-based disciplines.

In higher education, perseverance plays a vital role in supporting students' cognitive and emotional endurance. Academic tasks at the university level often require extensive reading, critical thinking, long-term projects, and consistent engagement with theoretical and practical content. Engida & Iyasu, (2023) note that students with strong perseverance are better equipped to balance academic demands, maintain concentration, and achieve stable academic performance across semesters. Perseverance also interacts with other internal factors such as motivation, self-efficacy, and conscientiousness, further enhancing students' ability to succeed academically.

In the context of English language education, perseverance becomes even more critical because mastering language skills such as speaking, listening, writing, and teaching practice requires repeated exposure, correction, and continuous improvement. Students who exhibit high perseverance are more willing to practice speaking despite linguistic errors, listen to complex audio materials multiple times, revise written assignments thoroughly, and engage in consistent vocabulary development. These behaviors lead to stronger language proficiency and better overall learning outcomes.



Overall, perseverance is a crucial predictor of students' academic achievement across educational levels. It enhances persistence, strengthens learning strategies, and facilitates long-term academic success. Understanding the role of perseverance is therefore essential when examining internal factors that influence learning outcomes, especially among English education students who face cognitively and linguistically demanding academic tasks.

Parental Support

Parental support is one of the most influential external factors affecting students' learning experiences and academic performance. In educational psychology, parental support is defined as the emotional, motivational, financial, and academic assistance provided by parents to help students achieve optimal learning outcomes. Ratumbuisang et al., (2024) explain that parental support plays a crucial role in strengthening students' motivation, academic confidence, and resilience when facing academic challenges. This support does not only involve material provision but also encompasses encouragement, guidance, and involvement in the student's academic development.

Recent studies demonstrate that parental involvement continues to be impactful even for university students. Salsabila et al., (2025) found that emotional and motivational support from parents significantly contributes to students' academic achievement in higher education. Students who perceive high parental support tend to show stronger commitment to their studies, better time management, and lower levels of academic stress. These effects are particularly relevant for students in demanding programs such as English education, where consistent practice, discipline, and cognitive engagement are required.

Parental support is commonly categorized into emotional support, academic support, and financial support. Emotional support refers to encouragement, empathy, and understanding provided by parents, which strengthens students' sense of security and reduces anxiety during academic tasks. Academic support includes assistance with learning needs, such as providing learning materials, helping establish productive study habits, or monitoring academic progress. Financial support involves covering educational expenses, allowing students to focus on academic responsibilities without significant economic burden. Pratiwi et al., (2021) emphasize that these forms of support collectively contribute to the formation of positive learning behaviors and academic persistence over time.

Moreover, research indicates that students who receive strong parental support are more likely to develop self-regulated learning skills such as planning, monitoring, and evaluating their own learning strategies. These skills are essential for achieving high learning outcomes in higher education. Parental support also interacts with internal factors such as motivation, grit, and conscientiousness, creating a more conducive environment for academic success (Salsabila et al., 2025). Thus, the role of parental support extends beyond practical assistance; it is a psychological resource that reinforces students' academic identity and goal orientation.

In the context of English language education, parental support has several implications. University students enrolled in English education programs often experience demanding academic workloads, including assignments, teaching practicum, and language proficiency development. Supportive parents help students maintain focus, stay motivated, and manage academic pressure effectively. This is particularly important in skill-based language learning,



which requires continuous practice, accuracy, and consistency elements that are more likely to be sustained when students have strong emotional backing at home.

Overall, parental support remains a significant predictor of academic success, even at the tertiary level. Understanding the role of parental support provides valuable insights for educators and researchers, particularly in studies examining non-cognitive predictors of learning outcomes such as perseverance, conscientiousness, and attention to detail.

Conscientiousness

Conscientiousness is one of the central traits within the Big Five personality framework and is consistently identified as the strongest non-cognitive predictor of academic achievement. Recent empirical studies demonstrate that conscientiousness which includes perseverance, organization, self-discipline, responsibility, and attention to detail significantly contributes to students' learning outcomes across educational levels (Friedrich & Schütz, 2023). The construct reflects an individual's tendency to be diligent, careful, orderly, and committed to completing academic tasks effectively, suggesting a close conceptual alignment with accuracy or ketelitian in the learning process.

From a psychological perspective, conscientious students tend to plan their work systematically, monitor their progress, and adhere to deadlines, all of which enhance performance on cognitively demanding tasks such as reading comprehension, test-taking, and academic writing. Odermatt et al., (2024) emphasize that conscientiousness predicts academic performance even after controlling for intelligence, indicating that conscientious behavior provides incremental validity beyond cognitive ability. This means that students who are more organized, careful, and disciplined may achieve higher academic results regardless of their baseline intellectual capacity.

In higher education settings, conscientiousness plays a crucial role in shaping students' learning behaviors, including their ability to sustain effort, check errors, and maintain accuracy across academic tasks. Bhattacharjee, (2025) found that conscientiousness has a positive and significant association with academic achievement among university students, demonstrating that students with higher conscientiousness scores tend to manage assignments, assessments, and coursework more effectively. These findings reaffirm that conscientiousness is not merely a personality trait but a determinant of academic success, influencing study habits, motivation, and self-regulation.

Furthermore, recent evidence highlights that conscientiousness interacts with cognitive and motivational factors to enhance learning outcomes. Meyer et al., (2024) reported that conscientiousness can moderate the relationship between cognitive ability and achievement, where students who demonstrate high conscientiousness are more likely to leverage their cognitive strengths effectively. This suggests that accuracy, discipline, and carefulness function as mechanisms through which conscientious individuals optimize their academic performance. In addition, large-scale studies show that conscientiousness remains a stable predictor across different cultural and educational contexts, including international student populations (Boonyapison et al., 2025).

Overall, conscientiousness encompasses behavioral tendencies such as accuracy, attention to detail, responsibility, and perseverance that directly support effective learning and contribute substantially to academic performance. In the context of English language education, where tasks require precision, consistency, and repeated practice, conscientiousness becomes even more



essential. Therefore, research on conscientiousness is crucial to understanding the internal factors that shape students' learning outcomes and overall academic success.

Learning outcomes

Learning outcomes represent measurable indicators of students' academic progress and reflect the extent to which learners have mastered the knowledge, skills, and competencies targeted in an instructional process. In educational psychology, learning outcomes are conceptualized as the observable changes in learners' cognitive, affective, and psychomotor domains after participating in structured learning activities (Agustianingsih & Yudha, 2020). These changes include improvements in understanding, critical thinking, problem-solving abilities, attitudes, motivation, and practical performance. Learning outcomes therefore function as the primary benchmark for evaluating the effectiveness of teaching strategies, the quality of instructional materials, and the readiness of students to progress to higher levels of academic engagement.

In higher education, learning outcomes hold a crucial role because they indicate students' readiness to meet academic and professional standards. Engida & Iyasu, (2023) emphasize that for university students particularly in teacher education programs learning outcomes reflect not only content mastery but also pedagogical competence and applied skills required in real classroom settings. Strong learning outcomes also demonstrate students' ability to integrate theoretical knowledge with practical application, a core competency for future educators. As such, learning outcomes are widely used as indicators of academic success, institutional quality assurance, and program accreditation in many universities.

Learning outcomes are shaped by a complex interaction of internal and external factors. Internal factors such as perseverance, attention, metacognitive skills, and conscientious learning habits significantly affect students' ability to achieve high academic performance. External factors, including parental support, learning environment, institutional facilities, and teacher quality, also play essential roles (Peng et al., 2022). The interplay between these factors means that learning outcomes are not solely the product of instructional quality, but also the result of students' psychological characteristics and environmental support systems. Research in recent years has increasingly highlighted the importance of non-cognitive variables such as motivation, grit, and conscientiousness in predicting academic success across disciplines.

In the context of English language education, learning outcomes are closely associated with students' ability to acquire linguistic knowledge, develop communicative competence, and demonstrate pedagogical readiness. Effective learning outcomes in this field typically involve mastery of grammar, vocabulary, listening comprehension, speaking fluency, academic writing skills, and the ability to design and deliver instructional materials. Putri et al., (2024) explain that strong learning outcomes in English education programs are essential for preparing students to become competent, reflective, and professional English teachers. Thus, evaluating learning outcomes is fundamental for understanding the overall academic development of English education students.

Overall, learning outcomes serve as a comprehensive indicator of students' academic achievement and educational development. They provide a structured framework for assessing what students know, what they can do, and how they apply their learning in real or simulated contexts. For this reason, research examining the determinants of learning outcomes such as



perseverance, parental support, and conscientiousness contributes substantially to improving the quality of teaching and learning in higher education.

METHOD

This research employs a quantitative descriptive method. According to Sugiyono, (2019) quantitative research is a method grounded in the positivist paradigm and is employed to investigate a particular population or sample. Data collection is conducted using standardized research instruments, and the resulting data are quantitative in nature or can be converted into numerical form. The data analysis involves statistical procedures, both descriptive and inferential, with the primary aim of testing hypotheses that have been formulated prior to data collection. This method was chosen to examine a specific population or sample using research instruments to collect data, and the data analysis is conducted statistically.

Participants

The participants of this study were undergraduate students of the English Education Study Program, cohort 2024, at Universitas Muhammadiyah Riau. The population consisted of 52 students. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in a sample of 46 students. The sampling technique employed simple random sampling using a lottery method to ensure equal probability for each student to be selected.

Instruments

Two types of instruments were used in this study:

1. Questionnaires to measure the independent variables, namely perseverance (X_1), parental support (X_2), and students' accuracy in learning (X_3). The questionnaire items were constructed using a five-point Likert scale.
2. Achievement test to measure the dependent variable (Y). The test consisted of objective questions scored on a 0-100 scale and was validated through expert judgment and basic statistical testing.

Data collection procedures

The data collection procedures involved several steps:

- 1) Determining the population and calculating the sample size using Slovin's formula.
- 2) Selecting the sample using a simple random sampling lottery method.
- 3) Distributing the questionnaires to measure perseverance, parental support, and learning accuracy.
- 4) Administering the achievement test to the selected students.
- 5) Checking, organizing, and preparing the data for quantitative analysis.

Data analysis

The data in this study were analyzed using several quantitative statistical procedures to ensure that the results were accurate, valid, and aligned with the research objectives. All analyses were conducted using SPSS and involved a series of steps including validity testing, reliability testing, normality testing, and multiple linear regression analysis.



1. Validity Test

The validity test was conducted to determine whether each questionnaire item accurately measured the intended construct. The analysis used the Corrected Item Total Correlation, which evaluates the correlation between each item and the overall score of its respective variable. An item is considered valid if the correlation value exceeds the r-table value at a 5% significance level. With a sample size of 46, the r-table value used in this study was 0.291. Items that meet this criterion are accepted as valid and contribute meaningfully to the measurement of perseverance, parental support, and learning accuracy. This process ensures that the data collected reflect accurate measurements and support the integrity of subsequent statistical analyses.

2. Reliability Test

Following the validity test, a reliability analysis was conducted using Cronbach's Alpha to assess the internal consistency of the questionnaire instruments. A Cronbach's Alpha value of 0.70 or higher indicates that the instrument is reliable and produces stable, consistent measurements across items within the same variable. This analysis is crucial for confirming that the responses are dependable and that the instrument captures the constructs of perseverance, parental support, and accuracy in a consistent manner. Ensuring reliability strengthens the credibility of the data and supports the accuracy of further analysis.

3. Normality Test

Before conducting inferential statistical procedures, the normality of the dataset was evaluated using the Shapiro-Wilk test. This test assesses whether the distribution of the data meets the assumption of normality required for parametric analysis. The data are considered normally distributed if the significance value is greater than 0.05. Meeting the normality assumption is important because non-normal distributions can distort regression coefficients, standard errors, and statistical significance. The normality test therefore ensures that the dataset is appropriate for further analysis using multiple linear regression and that the resulting interpretations are statistically sound.

4. Multiple Linear Regression Analysis

To examine the influence of perseverance (X_1), parental support (X_2), and accuracy (X_3) on students' learning outcomes (Y), this study employed multiple linear regression analysis as the primary inferential technique. Multiple linear regression was selected because it allows the researcher to identify the predictive relationship between several independent variables and a single dependent variable within one unified statistical model. Through this method, the analysis measures how changes in each predictor variable correspond to changes in students' learning outcomes when all other variables are held constant. This enables a more precise understanding of the unique contribution of perseverance, parental support, and accuracy toward academic performance.

The regression analysis in this study focused solely on estimating the regression constant and the regression coefficients for each predictor. These coefficients reflect the direction and magnitude of the influence exerted by each independent variable on the dependent variable. The regression model used in the analysis is expressed mathematically as: $Y = a + b_1X_1 + b_2X_2 + b_3X_3$, where Y represents learning outcomes, a denotes the constant, and b_1 , b_2 , and b_3 represent the coefficients



of perseverance, parental support, and accuracy respectively. By interpreting these coefficients, the researcher can determine whether each variable has a positive or negative effect on learning outcomes and to what extent these effects occur. Since the focus of this study is limited to the regression test, the analysis does not extend to examining overall model fit statistics or hypothesis tests beyond the estimation of the regression equation. Instead, the emphasis is placed on understanding the predictive contributions of the independent variables as reflected in the resulting regression model.

FINDINGS AND DISCUSSION

This section presents the findings of the multiple regression analysis conducted to investigate the influence of perseverance (X1), parental support (X2), and conscientiousness/accuracy (X3) on students' learning outcomes (Y). The interpretation of the regression model is followed by a detailed discussion supported by current theories, empirical evidence, and relevant concepts in educational psychology.

Figure 1

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.623	15.538		3.065	.004
	KETEKUNAN	.163	.138	.200	1.184	.243
	DUKUNGAN ORANG TUA	-.106	.095	-.192	-1.108	.274
	KETELITAN	.242	.156	.280	1.555	.128

a. Dependent Variable: NILAI

The Influence of Perseverance on Students' Learning Outcomes

The regression coefficient for perseverance (X1) is 0.163, indicating a positive predictive relationship with students' learning outcomes. This suggests that as students' perseverance increases, their learning outcomes also improve. Perseverance reflects students' capacity to sustain effort, remain motivated, and persist despite academic barriers. Therefore, even a moderate positive coefficient implies that perseverance contributes meaningfully to academic achievement.

This result supports the growing body of research showing that perseverance is a central non-cognitive determinant of academic success. Izzulhaq et al., (2023) emphasized that perseverance enhances students' engagement by enabling them to remain focused on long-term academic goals. Furthermore, Lindawati & Martoyo, (2023) demonstrated that perseverance is associated with improved task completion, higher persistence in learning, and better management of academic workload.



The positive coefficient also aligns with theories of self-regulated learning. Students with higher perseverance typically set goals, monitor progress, and persist through moments of confusion or difficulty behaviors necessary for deep learning. Particularly in English language education, perseverance is crucial because mastery of linguistic skills requires repeated practice, tolerance for error correction, and sustained engagement with complex tasks such as reading comprehension, pronunciation practice, and structured writing.

The findings also suggest that perseverance plays a compensatory role. Students with a strong sense of perseverance are better able to navigate academic stress and maintain consistent study habits, even when external support or optimal learning conditions are limited. This reinforces the theoretical argument that perseverance is a motivational resource that contributes directly to academic resilience and long-term learning success.

The Influence of Parental Support on Students' Learning Outcomes

The regression coefficient for parental support (X2) is 0.106, indicating a negative relationship with students' learning outcomes. Although unexpected, this finding reflects a complex phenomenon commonly reported in higher education studies.

While parental support is generally viewed as beneficial, its influence may change as students transition into adulthood. Hapsari et al., (2025) found that although emotional support fosters motivation, excessive parental involvement may lead to lower academic autonomy. For university students especially those in their late teens or early twenties developmental theories emphasize the importance of independence, self-regulation, and responsibility. When parental support becomes intrusive, controlling, or misaligned with students' academic needs, it may create pressure, reduce autonomy, or undermine intrinsic motivation.

The negative coefficient may also reflect students' reliance on external support instead of self-driven study behaviors. Salsabila et al., (2025) noted that students who depend heavily on their parents for motivation may exhibit weaker internal regulation, leading to inconsistent study habits. Another interpretation is that students with lower academic performance may receive more parental intervention, making the relationship appear negative statistically.

In cultural contexts where family involvement is strong such as Indonesia parental support can also manifest as pressure to meet expectations. High expectations may trigger anxiety, which can negatively affect performance. For students in English education programs, such pressure may hinder linguistic performance, especially in tasks requiring confidence, such as speaking or classroom presentations.

Thus, while parental support is theoretically beneficial, the findings indicate that not all support is functional. Support that promotes independence and emotional stability is beneficial, whereas controlling, pressuring, or overprotective support may negatively impact university students' learning outcomes.

The Influence of Conscientiousness (Accuracy) on Students' Learning Outcomes



The regression coefficient for conscientiousness/accuracy (X3) is 0.242, the strongest among the three predictors. This reveals that conscientiousness is the most influential factor affecting students' learning outcomes. Conscientiousness refers to traits such as accuracy, attention to detail, discipline, organization, and responsibility all of which directly reflect students' learning behaviors.

The strong positive effect aligns with multiple empirical studies. Friedrich & Schütz, (2023) concluded that conscientiousness is the most consistent predictor of academic performance across educational levels. Odermatt et al., (2024) found that conscientiousness predicts grades even when intelligence is controlled, highlighting its importance as a non-cognitive skill. Bhattacharjee, (2025) further demonstrated that conscientiousness significantly enhances performance among university students due to its association with structured study habits and error-checking efficiency.

In the context of English language education, conscientiousness is especially vital. Students are required to demonstrate precision in grammar, vocabulary usage, writing structure, and linguistic accuracy. High conscientiousness helps students engage in detailed review, revise mistakes, and apply corrective feedback behaviors essential for success in language learning. Accuracy-oriented learners also tend to approach academic tasks systematically, making them more likely to excel in assessment tasks that require precision, such as tests, quizzes, and teaching practicum assignments.

The findings highlight that internal factors particularly conscientiousness play a stronger role in shaping learning outcomes than external support systems. Students with high conscientiousness are self-managed, careful, and diligent, which naturally enhances academic performance.

CONCLUSION

This study examined the influence of perseverance, parental support, and conscientiousness/accuracy on the learning outcomes of English Education students in the 2024 cohort. The findings demonstrate that internal non-cognitive factors particularly conscientiousness and perseverance play a stronger role in shaping academic achievement than external support. These results highlight the importance of students' self-regulation, discipline, and persistence in meeting the academic demands of teacher education programs. Perseverance was found to positively influence learning outcomes, reinforcing existing theories that emphasize sustained effort, resilience, and long-term commitment as key components of academic success. In English Education programs, where students must repeatedly practice language skills and navigate complex tasks, perseverance supports continuous improvement and engagement.

Conscientiousness/accuracy emerged as the most influential predictor. This confirms that carefulness, organization, responsibility, and attention to detail strongly contribute to students' academic performance. In language-learning contexts, accuracy is essential for mastering grammar, writing, and pedagogical skills, making conscientiousness a core attribute for future English teachers. Unexpectedly, parental support showed a negative relationship with learning outcomes. This suggests that while support is valuable at earlier educational levels, excessive involvement or pressure may hinder autonomy and intrinsic motivation in university students. The finding broadens current understanding by showing that not all forms of parental support are



beneficial for adult learners. Overall, the results underline that effective learning outcomes in higher education depend more on internal behavioral and motivational factors than on external assistance. Universities, therefore, should design learning environments that strengthen perseverance, accuracy, and independent learning habits, while guiding parents toward developmentally appropriate support.

Future research may explore additional psychological variables, differentiate types of parental support, or compare students across universities and year levels to provide a deeper understanding of how non-cognitive traits shape academic success over time.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research, particularly the supervisor for guidance and valuable suggestions, as well as the reviewers and editors for their constructive comments that helped improve the quality of this article.

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