
The Relationship Between Parental Involvement and Students' Academic Achievement at Madrasah Ibtidaiyah, Bekasi

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Abstrak

Penelitian ini bertujuan untuk menganalisis hubungan antara keterlibatan orang tua dan prestasi akademik siswa di Madrasah Ibtidaiyah Attaqwa 26 Bekasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei korelasional. Sampel terdiri dari 130 orang tua yang dipilih menggunakan random sampling. Data dikumpulkan melalui kuesioner, observasi, dan dokumentasi. Instrumen diuji menggunakan analisis validitas dan reliabilitas, menghasilkan nilai *Cronbach's Alpha* sebesar 0,988, menunjukkan reliabilitas yang sangat tinggi. Analisis data menggunakan korelasi *Spearman's rho* karena data tidak terdistribusi normal. Hasil menunjukkan koefisien korelasi sebesar 0,830 dengan nilai signifikansi 0,000 ($p < 0,05$), menunjukkan hubungan positif yang sangat kuat dan signifikan antara keterlibatan orang tua dan prestasi akademik siswa. Koefisien determinasi menunjukkan bahwa keterlibatan orang tua berkontribusi 68,89% terhadap prestasi akademik siswa, sedangkan 31,11% dipengaruhi oleh faktor lain. Dimensi dominan yang ditemukan dalam penelitian ini adalah kesukarelawanan, pengambilan keputusan, dan kolaborasi dengan masyarakat. Temuan ini menunjukkan bahwa keterlibatan orang tua yang lebih tinggi berhubungan dengan prestasi akademik yang lebih baik di kalangan siswa Madrasah Ibtidaiyah Attaqwa 26 Bekasi.

Kata Kunci: Keterlibatan orang tua, Prestasi akademik, Sekolah dasar Islam

Abstract

This study aims to analyze the relationship between parental involvement and students' academic achievement at Madrasah Ibtidaiyah Attaqwa 26 Bekasi. This research employed a quantitative approach with a correlational survey method. The sample consisted of 130 parents selected using random sampling. Data were

collected through questionnaires, observation, and documentation. The instrument was tested using validity and reliability analysis, resulting in a Cronbach's Alpha value of 0.988, indicating very high reliability. Data analysis used Spearman's rho correlation because the data were not normally distributed. The results showed a correlation coefficient of 0.830 with a significance value of 0.000 ($p < 0.05$), indicating a very strong and significant positive relationship between parental involvement and students' academic achievement. The coefficient of determination showed that parental involvement contributed 68.89% to students' academic achievement, while 31.11% was influenced by other factors. The dominant dimensions found in this study were volunteering, decision making, and collaborating with community. These findings indicate that higher parental involvement is associated with better academic achievement among students in Madrasah Ibtidaiyah Attaqwa 26 Bekasi.

Keywords: Academic achievement, Islamic elementary school, Parental involvement,

INTRODUCTION

Education plays an important role in developing students' cognitive, affective, and social competencies. In the context of primary education, academic achievement is influenced not only by internal factors of the students but also by external factors, especially parental involvement. Parents have a strategic role in supporting their child's learning process through guidance, supervision, communication, and participation in educational activities. Various studies show that parental involvement positively contributes to students' academic achievement, motivation to learn, discipline, and engagement at school. Consistent family support can create a conducive learning environment, thereby helping students achieve optimal learning outcomes.

Social changes in the era of globalisation and technological development have brought significant impacts on family life patterns and children's education. Parents today are faced with high economic and work demands, which has led to changes in their involvement in their children's education. In many cases, the responsibility for children's education tends to be fully delegated to schools, while parental involvement is limited to fulfilling material needs. However, functionally, parents have a responsibility to meet their children's physical, emotional, social, and spiritual needs. Garbacz et al. (2020) explain that emotional support, social engagement, and parental involvement have an important influence on students' academic development and success. From an Islamic educational perspective, parents are the primary and foremost educators for their children, as explained in QS. At-Tahrim verse 6, which emphasises the parents' responsibility to care for and educate their family. Therefore, family education is not only related to intellectual development but also to the moral, character, and spiritual nurturing of children.

The development of education after the COVID-19 pandemic has also changed the patterns of interaction between schools, families, and students. During

and after the pandemic, parents have become more actively involved in home-based learning, digital communication, and making educational decisions for their children. This situation emphasises the importance of collaboration between families and schools in supporting students' academic achievement. Recent studies indicate that parental involvement has a significant relationship with academic performance, motivation to learn, and the social-emotional development of students (Koivuhovi et al., 2024) (Martinez et al., 2024). The results of the study indicate that active collaboration between parents and schools contributes to improved academic achievement and student engagement in the educational process.

According to Epstein (2023), parental involvement in education encompasses six main dimensions, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Such involvement not only influences students' motivation and discipline in learning but also fosters a collaborative relationship between family, school, and community. In the context of Islamic primary education, parental involvement becomes increasingly important because madrasah education is not only focused on academic achievement but also on character building, religious values, and Islamic principles among students.

Although various previous studies have shown that parental involvement has a positive relationship with students' academic achievement, most research is still conducted in regular primary schools and emphasises parental involvement in the form of learning assistance at home or communication between parents and teachers. The studies by Castro et al. (2021) and Wilder (2020) focus more on the general relationship between parental involvement and academic achievement without specifically examining the characteristics of Islamic primary education. Furthermore, research on parental involvement in the context of Madrasah Ibtidaiyah remains relatively limited, despite the fact that madrasah has different characteristics compared to regular primary schools because it integrates academic education with moral, religious, and social development of students. (Fatmawati & Sholikin, 2019).

In the context of Islamic education, parental involvement is not only understood as academic support but also as a religious responsibility, character development, and social collaboration in supporting the child's educational process. Faoziah (2025) explains that parental involvement in Islamic primary schools in Indonesia is influenced by religious responsibilities and Muslim family parenting practices. This indicates that the pattern of parental involvement in Madrasah Ibtidaiyah has contextual characteristics that differ from those of general schools (Hamzah et al., 2024).

Research in the context of Islamic education also shows that family involvement has an important influence on character development, learning

motivation, and academic success of madrasah students. Several studies in Islamic education journals emphasise that collaboration between schools, families, and the social environment is a crucial factor in building a holistic education focused on developing students' religious character. In addition to supporting academic achievement, parental involvement in Islamic education also plays a role in shaping students' discipline, responsibility, and moral values in daily life. Rahmadani et al.'s research indicates that parenting styles and teacher guidance contribute to the development of independent learning character among primary school students in Islamic education. Meanwhile, Gofur et al. emphasise that value-based education is an important strategy in fostering students' moral and intellectual growth. Furthermore, Hasanah and Pujiati explain that learning in primary schools requires active collaboration between teachers, parents, and the learning environment to improve the quality of students' education. Therefore, the synergy between families and madrasah is an essential part of enhancing the quality of basic Islamic education (Rahmadani et al., 2025) (Gofur et al., 2025) (Hasanah & Pujiati, 2025).

Furthermore, previous research has largely focused on aspects of parenting, communicating, and learning at home as the dominant forms of parental involvement. Meanwhile, studies on the dimensions of volunteering, decision-making, and collaborating with the community based on Epstein's framework in the context of post-pandemic primary education are still limited. In fact, the development of post-pandemic educational patterns indicates that parental involvement is no longer confined to supporting learning at home, but also includes active participation in school activities, educational decision-making, and collaboration with the school community.

Therefore, this research has a novelty in analysing the relationship between parental involvement and students' academic achievement in the post-pandemic Madrasah Ibtidaiyah context, using Epstein's framework which emphasises the dimensions of volunteering, decision-making, and collaborating with the community as the dominant forms of parental involvement in supporting students' academic success. This study also contextualises parental involvement not only as academic support but also as a form of collaboration between family, school, and community to strengthen character education and students' academic achievement in Islamic primary education. Based on this background, the aim of this research is to analyse the relationship between parental involvement and students' academic achievement at Madrasah Ibtidaiyah Attaqwa 26 Bekasi.

METHOD

This research employs a quantitative approach with a correlational survey method to analyse the relationship between parental involvement and students' academic achievement at Madrasah Ibtidaiyah Attaqwa 26 Bekasi Utara during the odd semester of the 2024/2025 academic year. The quantitative approach was chosen because it can objectively measure the relationship between variables through statistical analysis. Creswell (2018) states that quantitative research is used to test the relationships between variables using numerical data and statistical procedures. The correlational method was applied because the study aims to determine the level of relationship between variables without giving any specific treatment to the research subjects. The population of the study consisted of 194 parents of students, while the sample was determined using the Slovin formula with a 5% margin of error, resulting in 130 respondents. The research sample was selected randomly from the population that met the research criteria. Data collection was carried out through observation, questionnaires, and documentation. The population of the study comprised 194 parents of students. Respondents are one of the parents or guardians of students at Madrasah Ibtidaiyah Attaqwa 26 Bekasi. The research sample was taken from 5% of the total population, amounting to 130 respondents. The criteria for respondents in this study include parents or guardians involved in the learning support process of the students and willing to fill out the research instruments.

Data collection was carried out through observation, documentation, and questionnaires. The research instrument consisted of a questionnaire using a five-point Likert scale, developed based on indicators of parenting, communicating, and learning at home, comprising 30 statements to measure parents' involvement in the students' learning process (Rahmawati & Masyithoh, 2024; Gu et al., 2024). Before use, the research instrument's validity and reliability were tested using the SPSS application. Validity testing was conducted using Pearson Product Moment with $df = 128$ ($n-2$) at a significance level of $\alpha = 0.05$, resulting in a table r of 0.172. The test results were based on the calculated r value; if the calculated r is greater than the table r , it is declared valid. Next, reliability was tested using Cronbach's Alpha, which is considered reliable if it yields a Cronbach's Alpha value > 0.70 . Data analysis was carried out using SPSS through several stages of statistical testing. The initial stage involved a normality test using the One-Sample Kolmogorov-Smirnov test to determine the distribution of the research data, as well as a linearity test. If the data are not normally distributed ($p < 0.05$), the relationship between variables was further analysed using the non-parametric Spearman's rho test to determine the direction and strength of the relationship between parental involvement and students' academic achievement. Subsequently, a coefficient of determination was calculated to assess the extent of parental involvement's contribution to students' academic success (achievement) at Madrasah Ibtidaiyah (Castro et al., 2021; Wilder, 2020).

RESULT AND DISCUSSION

Parent Involvement Description

Parental involvement in education is one of the important aspects that influence students' academic and non-academic development. Epstein (2023) explains that parental involvement is not limited to providing learning support at home but also includes various forms of active participation in the child's educational process. The model of parental involvement developed by Epstein includes six main dimensions, namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The parenting dimension relates to parents' ability to create a supportive family environment that fosters the child's learning development, while communicating emphasises the importance of effective communication between family and school. Additionally, volunteering describes parents' participation in school activities, whereas learning at home pertains to assisting students with their studies at home. Such involvement is believed to be capable of continuously enhancing students' motivation, discipline in learning, and academic achievement (Castro et al., 2021; Rahmawati & Masyithoh, 2024).

Furthermore, Epstein (2023) emphasises that optimal parental involvement can foster a collaborative relationship between family, school, and community in supporting students' educational success. The decision-making dimension indicates parental involvement in educational decision-making at school, while collaboration with the community highlights cooperation between schools and the social environment to create a more effective education system. In the context of primary education, parental involvement has been proven to have a positive relationship with improvements in academic achievement, character, and students' self-confidence. Recent research also shows that consistent parental involvement can help students develop better learning responsibility and social skills. In the environment of an Islamic primary school, parental involvement becomes increasingly important because the educational process is not only focused on academic achievement but also on shaping religious values and Islamic character in students. Therefore, synergy between family, school, and community is necessary to support holistic and sustainable educational success (Gu et al., 2024; Wilder, 2020).

Based on the research results, parental involvement in student education falls into the high category. This is evident from the average contribution score of parents, which is 101.18.

Table 1. Dimensions of Parental Involvement

No	Involvement Dimension	Frequency	Percentage
1	Parenting	14	10,8%
2	Communicating	12	9,2%
3	Volunteering	30	23,1%
4	Learning at Home	16	12,3%
5	Decision Making	29	22,3%
6	Collaborating with Community	29	22,3%
	Amount	130	100%

The table above shows that the dimensions of volunteering, decision making, and collaborating with the community have the highest percentages. However, aspects such as parenting, communicating, and learning at home remain relatively low, thus becoming the main focus of this research. According to Joyce Epstein's theory, parenting is a form of basic parental involvement in supporting children's development through caregiving and learning assistance. The low level of the parenting aspect can impact students' motivation and discipline in their studies. Additionally, active family involvement in children's education at home positively influences students' participation levels at school, which in turn promotes the development of students' social-emotional competencies and affects their academic achievement. (Martinez et al., 2024).

Student Learning Achievement Description

Student learning achievement as explained by Benjamin S. Bloom is the result of changes in students' abilities after participating in the learning process, which includes three main domains: cognitive, affective, and psychomotor. The cognitive domain relates to thinking, understanding, analysing, and evaluating learning material. The affective domain encompasses attitudes, values, interests, and students' motivation to learn, while the psychomotor domain pertains to practical skills or abilities possessed by the learners. According to Bloom, successful learning is not only measured by academic grades but also by changes in students' attitudes and skills following the educational process (Hamzah et al., 2024)

This theory forms an important foundation in modern education evaluation systems because it helps teachers assess students' development in a comprehensive and holistic manner. In the context of primary education, the application of Bloom's theory enables teachers to develop learning that is not only focused on memorization but also on character building, creativity, and students' skills in everyday life. The composition of students' achievement outcomes for the 2024/2025 academic year is reflected in Table 2 below:

Table 2. Student Learning Achievement Results

Category	Value Interval	Frequency
Very Good	90–100	28
Good	80–89	74
Sufficient	70–79	20
Poor	<70	8
Amount		130

Based on Table 2, the students' academic achievement for the 2024/2025 school year shows that the majority of students are in the good category, with a total of 74 students and an average score of 82.42. This result indicates that the overall level of students' academic achievement is in the high category. According to Pearson's correlation theory, the relationship between parental involvement and academic achievement can be analysed through the strength of the relationship between variables. The higher the parental involvement in supporting learning, providing attention, and establishing communication with the school, the higher the students' academic achievement. Therefore, the data suggests a positive and direct relationship between family support and students' academic success at school.

Results of the Parent Involvement Instrument Validity Test

The validity test of the Parent Involvement instrument using a research questionnaire was arranged using a five-point Likert scale based on indicators of parenting, communicating, and learning at home, consisting of 30 statements to measure the level of parental involvement in the student's learning process (Rahmawati & Masyithoh, 2024; Gu et al., 2024). The instrument validity test employed Pearson Product Moment with 130 respondents, resulting in $df = 128$ ($n-2$) and a critical r value of 0.172 at a significance level of $\alpha = 0.05$. The test results indicated that all items in the instrument were deemed valid, as each calculated r value was greater than the r table value.

Table 3. Instrument Validity Test from SPSS Output

No	Item	r hitung	r tabel	Keterangan
1	X1	0,884	0,172	Valid
2	X2	0,840	0,172	Valid
3	X3	0,847	0,172	Valid
4	X4	0,844	0,172	Valid
5	X5	0,845	0,172	Valid
6	X6	0,877	0,172	Valid
7	X7	0,874	0,172	Valid
8	X8	0,863	0,172	Valid
9	X9	0,860	0,172	Valid
10	X10	0,887	0,172	Valid
11	X11	0,849	0,172	Valid
12	X12	0,852	0,172	Valid
13	X13	0,881	0,172	Valid
14	X14	0,868	0,172	Valid
15	X15	0,876	0,172	Valid
16	X16	0,862	0,172	Valid
17	X17	0,885	0,172	Valid
18	X18	0,869	0,172	Valid
19	X19	0,852	0,172	Valid
20	X20	0,885	0,172	Valid
21	X21	0,891	0,172	Valid
22	X22	0,878	0,172	Valid
23	X23	0,860	0,172	Valid
24	X24	0,871	0,172	Valid
25	X25	0,863	0,172	Valid
26	X26	0,799	0,172	Valid
27	X27	0,847	0,172	Valid
28	X28	0,832	0,172	Valid
29	X29	0,829	0,172	Valid
30	X30	0,839	0,172	Valid

The validity test results of the instrument indicate that all statement items for the parent involvement variable have a calculated r value greater than the r table (0.172). The r values range from 0.799 to 0.891, thus all items are deemed valid and suitable for use as research instruments. Consequently, all statement items are

capable of measuring the parent involvement variable in accordance with the established indicators.

Reliability Test Results of the Parent Involvement Instrument

Table 4. Reliability Test of the Instrument from SPSS output

Reliability Statistics	
Cronbach's Alpha	N of Items
.988	30

The reliability test results indicate that the instrument consisting of 30 statement items obtained a Cronbach's Alpha value of 0.988, thus the instrument has very high reliability and is deemed suitable for use because it demonstrates excellent internal consistency.

Statistical Testing of Parental Involvement with Academic Achievement Results

Data analysis was conducted using SPSS application through several stages of statistical testing. The first stage is the normality test to determine whether the research data are normally distributed, making them suitable for analysis using parametric statistics. This test is important because it determines the validity of using correlation and regression analysis in quantitative research.

One-Sample Kolmogorov-Smirnov Test

		Parental Involvement	Student Learning Achievement
N		130	130
Normal Parameters ^{a,b}	Mean	101.18	82.48
	Std. Deviation	14.450	4.653
Most Extreme Differences	Absolute	.234	.088
	Positive	.234	.088
	Negative	-.155	-.049
Test Statistic		.234	.088
Asymp. Sig. (2-tailed)		.000 ^c	.016 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality test using the One-Sample Kolmogorov–Smirnov showed that the parental involvement variable obtained a significance value of 0.000 and the student achievement variable a value of 0.016. Both values are less than the significance level of 0.05, indicating that the data are not normally distributed. Therefore, the subsequent analysis of the relationship between variables was conducted using the non-parametric Spearman's rho test, as this test is suitable for data that do not meet the normality assumption.

Correlations				
			Parental Involvement	Student Learning Achievement
Spearman's rho	Parental Involvement	Correlation Coefficient	1.000	.830**
		Sig. (2-tailed)	.	.000
		N	130	130
	Student Learning Achievement	Correlation Coefficient	.830**	1.000
		Sig. (2-tailed)	.000	.
		N	130	130
**. Correlation is significant at the 0.01 level (2-tailed).				

The results of the Spearman's rho correlation test show a correlation coefficient value of 0.830 with a significance value of 0.000 ($p < 0.05$). These results indicate a very strong and significant positive relationship between parental involvement and students' academic achievement. This suggests that the higher the parental involvement in the educational process, the higher the students' academic performance. The next step is to calculate the contribution size by finding the Coefficient of Determination, which is $KD = r^2 \times 100\%$. With the Spearman's value:

$$KD = (0.830)^2 \times 100\% = 68.89\%$$

This indicates that parental involvement contributes 68.89% to students' academic achievement, while 31.11% is influenced by other factors outside the study.

Based on the Spearman's rho correlation table, the variable of parental involvement with students' academic achievement has a correlation value of 0.830 with a significance value of 0.000 (<0.05). These results indicate that parental involvement has a very strong and significant positive effect on students' academic achievement at MI Attaqwa 26 Bekasi. This means that the higher the parents' involvement in supporting their child's educational process, the higher the

students' academic achievement. The coefficient of determination value of 68.89% shows that students' academic achievement still has a basic value, but increasing parental involvement makes a significant contribution to improving students' academic performance. This aligns with the highest contribution dimensions in the distribution of parental involvement, namely volunteering (23.1%), decision making (22.3%), and collaborating with the community (22.3%). The remaining 31.11% is influenced by other factors outside the study, such as students' motivation to learn, teachers' teaching methods, family socio-economic conditions, the school environment, peer support, as well as the quality of communication and cooperation between the school, family, and community. According to Joyce Epstein's theory, parental involvement through aspects of parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community are essential parts of supporting students' learning success. Active parents who pay attention, supervise learning, and establish communication and collaboration with the school can create a conducive learning environment, thereby increasing motivation, discipline, responsibility for learning, and students' engagement in the educational process optimally.

The results of this research are also relevant to Benjamin S. Bloom's theory, which explains that learning achievement encompasses three main domains: cognitive, affective, and psychomotor. The significant influence of parental involvement on learning achievement indicates that family support not only enhances students' academic abilities in understanding subject matter but also shapes positive attitudes, motivation to learn, and students' skills in the learning process. Parents who actively engage in their child's education can help students develop good study habits, increase self-confidence, and build discipline in completing academic tasks. In the context of MI Attaqwa 26 Bekasi, parental involvement plays a strategic role because madrasah education is not only focused on achieving academic grades but also on shaping students' religious and moral character. Therefore, the synergy between family and school becomes an important factor in improving students' overall learning achievement in accordance with the learning outcomes developed by Bloom. Based on the coefficient of determination, it shows that parental involvement has an influence of 64% on students' learning achievement, while 36% is affected by other factors.

CONCLUSION

Based on the research findings, it can be concluded that parental involvement has a positive and significant relationship with students' academic achievement at Madrasah Ibtidaiyah Attaqwa 26 Bekasi. The correlation coefficient of 0.830 indicates a very strong positive relationship between parental involvement and students' academic achievement. Parental involvement contributes 68.89% to students' academic achievement, while 31.11% is

influenced by other factors outside the study. The results show that the highest dimensions of parental involvement include volunteering, decision-making, and collaborating with the community. Students' academic achievement is categorised as good, with an average score of 82.42. This demonstrates that high parental involvement can support students' academic success within the context of primary Islamic education.

This research provides both theoretical and practical implications. Theoretically, it reinforces Joyce Epstein's theory regarding parental involvement in education, particularly within the context of primary Islamic education at Madrasah Ibtidaiyah. Practically, schools need to enhance collaboration with parents through: (1) parenting education programmes, (2) intensive communication between teachers and parents, (3) involving parents in school activities, and (4) strengthening cooperation between schools, families, and the education community. Additionally, parents should increase their attention to their children's learning activities to create a more conducive learning environment that supports both academic and character development of students.

This research has several limitations. Firstly, the study was conducted only at one Madrasah Ibtidaiyah, so the results cannot yet be generalised to all Islamic primary education institutions. Secondly, the research focused solely on the variable of parental involvement without examining other factors that may also influence students' academic achievement, such as motivation to learn, teaching methods, family socio-economic conditions, and the school environment. Thirdly, this study employed a correlational quantitative approach, which is not able to provide an in-depth depiction of the dynamics of parental involvement in the students' educational process. Therefore, future research is recommended to use a broader sample scope and adopt mixed methods or qualitative approaches to offer a more comprehensive understanding of parental involvement patterns in Islamic primary education.

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