

The influence of parental involvement on students' learning achievement in Islamic education

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ABSTRAK

The involvement of parents at the stage of child development is something that greatly influences the results of their growth and development, especially when children are teenagers, parents are still the first teachers for their children, even though there is already a teacher who can represent them in conveying all learning material. parents still have a large share in influencing the results of their children's learning achievements, and in a learning process, there are 3 interrelated elements namely, parents, students, and teachers. if one of them is not there then it is certain that there will be inappropriate learning outcomes. so that it can be ascertained that parental involvement has a large contribution in increasing the results of learning achievement in each student, this study aims to determine the extent of the relationship between parental involvement in improving learning achievement in Islamic religious education for VIII students of SMPN 5 Mendo Barat, Bangka district. The research method used is quantitative research, with two variables, namely parental involvement (x), and student achievement in PAI (y). Data collection techniques were carried out through questionnaires, interviews, and documentation which were analyzed using prerequisite tests and simple linear regression tests. and the results of the study show that the significance value is 0.006. Because $0.006 < 0.05$, then H_0 is rejected and H_a is accepted, so it can be stated that there is a significant influence between parental involvement on student achievement

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Introduction

Family is the first environment for a child, thus the family environment significantly influences the development of a child's education, both positively and negatively. Therefore, the family is the oldest educational institution, which is informal and natural in nature. (Wulan & Hasanah, 2020, p. 50) Fathers and mothers play a crucial role as the primary educators for their children. (Arif et al., 2022, p. 145) If, for some reason, a child cannot live in a family environment characterized by happiness, they will encounter difficulties in school, society, and later as spouses within a family environment. (Acar, 2021)

According to Munib, the family is the first and primary educational environment. The family is referred to as the first environment or institution of education because before humans knew of other educational institutions, this form of education was the first to exist. (Wulan &

Hasanah, 2020, p. 30) Moreover, humans undergo the process of education from within their mother's womb, which constitutes the initial education received within the family. (Eki Waluyo, n.d., p. 147)

One aspect that can be used to determine the quality of an educational institution (school) is by examining the relationship between the school and parents of students through parental involvement in their children's education at school. (Wortham, n.d., p. 49) Parental involvement in education can manifest in various forms of activities conducted by parents either at home or at school, thereby providing many benefits for parents, children, and the school. (Yulianingsih, 21 C.E., p. 1140)

Some parents believe that by sending their children to school, they have fulfilled their duty to educate them. All responsibility for education is perceived to have shifted to teachers at school. (Yasin et al., 2023, p. 186) However, there are many factors that influence a child's growth. These factors include: a) hereditary factors since birth, b) environmental factors, c) physical and psychological function maturity, d) children's activities. (Pamungkas et al., 2023)

A supportive learning environment for children is a favorable condition where the presence of family is not only related to the physical presence of family members but also a positive atmosphere, including good communication and situations that provide comfort for the child, enabling them to learn effectively. (Muarifah, 2021, p. 98) The formation of a family does not occur spontaneously; rather, it must begin with a shared perception among parents, other family members, and the school regarding their respective functions and roles in supporting education. From this overall dynamic, the concept of the family as a learning environment emerges. (Dwikasih Wardani, 2020)

Similarly, regarding academic achievement, the role of parents is crucial in providing support for their children's performance at school. (Asmaul Chusna & Dwi Muji Utami, 2020, p. 22) While teachers accompany children for only a few hours in the school environment, the majority of the child's interactions occur at home. Some essential roles of parents in enhancing their children's academic performance include accompanying them during home study activities, providing all necessary learning materials such as books and stationery, and offering nutritious food to support brain development. (Siddiqi et al., 2021, p. 641)

According to Oemar Hamalik, academic achievement refers to the expected changes in behavior of students after undergoing the learning process. The success of education is greatly influenced by how the educational process is carried out. This educational process includes all teaching and learning activities, along with all the factors and aspects that can influence it..

A child's initial education is generally obtained from their parents. As the primary responsible parties for a child's growth and development, parents play a central role in controlling the educational process of their child, particularly during the early stages and throughout the child's entire educational journey at all levels. However, it should be noted that the family is not only a source of a child's success but also of their failures. The family functions as a medium for the strong internalization of values and acts as a filter for everything, whether it comes from the internal or external environment. (Isnaini, 2013, p. 449)

Observations revealed that at SMPN 5 Mendo Barat, the duration of school learning time per day reaches seven hours. The long school hours lead many parents to completely delegate the responsibility of their children's learning to the teachers at school, resulting in less active involvement in their children's learning process at home. Meanwhile, there is a significant difference in the number of hours allocated to Islamic Religious Education, which has a duration of only three hours every week..

In achieving educational goals, especially in the subject of Islamic Religious Education, parental participation is essential. Parents need to be involved in providing the necessary facilities for their children, supervising their children's study activities at home, providing motivation, and communicating about their children's learning activities at school. Parental involvement can be measured as the level of interaction that includes active participation, contribution, and responsibility. This can be realized through various activities undertaken by parents, bringing positive benefits to parents, children, and the school in achieving the desired educational goals.(Yulianingsih, 21 C.E., p. 1141)

The reasons for choosing this topic can be explained as follows: The family is the smallest and most fundamental unit of society. Within the family, children begin to receive education before they officially start formal education in school. Therefore, parental involvement in educating children at home can have a positive impact on their success in academic achievement.

Based on this background, the author is interested in examining issues related to parental participation in the family environment. Therefore, the author plans to conduct research exploring "The Relationship Between Parental Involvement and Academic Achievement in Islamic Religious Education among Eighth-Grade Students at SMPN 5 Mendo Barat."

Method

The research method used is a quantitative method, based on the philosophy of positivism and used to study a specific population or sample. This research was conducted at SMPN 5 Mendo Barat, Bangka Province, in 2021, using data collection techniques including research instruments such as questionnaires and documentation, with samples randomly selected. Data analysis in this research was conducted using a descriptive statistical approach, including homogeneity tests, normality tests, linearity tests, and simple linear regression analysis.(Deva Martias, 2021, p. 34) The main objective of this research is to evaluate the relationship between parental involvement and students' academic achievement in Islamic Religious Education.

Hasil dan Pembahasan

1. Parental Involvement in the Process of Islamic Religious Education

a. Parental Involvement

The family is the smallest unit or organization in the world, yet it plays a significant role in shaping the development of its members' personalities.(Sumarni,2022, p. 172) Parents who are actively involved in the educational process demonstrate their commitment to their child's educational development.(Sumarni, 2022, p. 176) Collaboration between parents and schools can reduce the potential for conflict and mutual blame when issues arise with students.

Involvement refers to active and ongoing participation in aspects of child rearing, involving processes that extend from one developmental stage to the next.(Aminati et al., 2022, p. 48) In the context of Islamic religious education, parental involvement includes attention, guidance, supervision, and direction regarding the importance of religious learning. The family serves as the primary environment where children undergo socialization processes, acquiring needs for facilities and affection, demonstrated through parental attention.(Salsabila & Dahlan, 2020) Parents, as the first recognized father and mother figures to children, engage in their education by handling children's issues, providing guidance for home learning, supplying necessary learning equipment, motivating learning, and supervising.(Arif et al., 2022, p. 147)

Various forms of parental involvement include the following:

1. Providing necessary facilities and infrastructure, such as a comfortable study area, information sources, and a mini-library.(Rahman et al., 2022, p. 150)
2. Monitoring study activities in the home environment, including encouraging children to complete school assignments and review materials.(Rahman et al., 2022, p. 154)
3. Monitoring learning activities at school, establishing effective communication between the school and parents to address potential issues faced by children.(Rahman et al., 2022, p. 155)
4. Encouraging children to learn, both through intrinsic stimuli (such as interests, talents, and abilities) and extrinsic stimuli (by creating an engaging learning environment and providing rewards).(Rahman et al., 2022, p. 154)

With parental participation in the process of Islamic religious education, it is expected to contribute to improving students' academic achievements and fostering a harmonious relationship between the educational environments at home and at school.(Aminati et al., 2022, p. 48)

b. Pengertian Prestasi Belajar

Academic achievement is a combination of two words, "prestasi" and "belajar," each with specific meanings. According to the definition in the Kamus Besar Bahasa Indonesia (Indonesian Dictionary), "prestasi" refers to the successful results achieved from an action or task that has been completed. Meanwhile, "belajar" fundamentally involves conscious efforts made by an individual to fulfill their needs.(Susanti et al., 2021, p. 50)

In interacting with their environment, learning is the effort made by someone to achieve comprehensive behavioral changes, which result from their own experiences.(Umar, 2015, p. 25) Learning can also be understood as the process of individual behavioral change that occurs through interaction between the individual and their environment. In the learning process, individuals engage in various activities such as reading, observing, listening, imitating, and so forth.(2018, p. 40)

Therefore, academic achievement encompasses the results obtained from an activity, namely the behaviors experienced by the learning subject through interaction with their environment. Academic achievement serves as an indicator of an individual's success in understanding the subject matter, typically expressed through grades or report cards in each academic subject after completing the teaching-learning process.(2020, p. 159)

There are two main factors that influence students' academic achievement:

a. Internal Factors

Factors originating from within the students themselves can impact academic achievement. This category includes two types of factors: physiological (bodily) factors, such as the physical health of the child, which can be affected by bodily defects or illnesses experienced, and psychological factors, such as intelligence level, interests, talents, level of independence, and readiness of the students.(Umar, 2015, p. 23)

b. Faktor Eksternal

External factors and influences that can affect students consist of various aspects.

Family factors, such as parenting styles applied by parents, school factors including facilities, teachers, teaching methods, strategies, and media used, as well as community factors such as student participation in social activities, mass media, and peer influence, all have the potential to negatively impact students. These external factors encompass influences stemming from the physical and social environment outside the individual. (Suryana et al., 2022, p. 113)

Good and optimal academic achievement can be achieved by involving parents in nurturing and guiding students in the learning process. Education and guidance depend not only on the school but also on the conditions and situations in the students' surrounding environment. (Rahman et al., 2022, p. 150)

The primary purpose of learning is fundamentally to achieve changes in behavior, although the methods or efforts to achieve it may vary. An indicator that someone has undergone the learning process is the occurrence of changes in their behavior, such as moving from a state of not knowing to knowing, or from misunderstanding to understanding.

c. Pendidikan Agama islam

Islamic Religious Education is an effort undertaken consciously and systematically to educate and guide students to understand, internalize, and practice the teachings of Islam comprehensively. According to Government Regulation No. 55 of 2007, Chapter I, Article 2, the definition of Islamic Religious Education includes imparting knowledge, shaping attitudes, personalities, and skills of students in applying their religious teachings. Religious education is implemented through subjects or courses across all educational paths, levels, and types of education. According to Zakiyah Dradjat's perspective, Islamic Religious Education is an effort to nurture and guide students so that they always understand Islamic teachings comprehensively. (Mustafida, 2019, p. 25) Additionally, students are expected to internalize the goals of Islamic teachings so that they can eventually practice and adopt Islam as their way of life.

Islamic Religious Education aims to enhance the faith, understanding, internalization, and experiences of participants with regard to Islam, so that they may become individuals of good moral character. (Imelda Frimayanti, 2017, p. 237) The learning process in Islamic Religious Education covers various aspects of beliefs in accordance with Islamic teachings, emphasizing the enhancement of faith as the core of the discussion. (Mustafida, 2019, p. 26) The implementation of Islamic Religious Education is grounded in Islamic teachings, using the Quran and Hadith as primary sources, and involves activities such as guidance, teaching, exercises, and practical application of experiences. (Imelda Frimayanti, 2017, p. 236) Therefore, Islamic Religious Education is an endeavor to acquaint, understand, internalize, firmly hold onto faith, and practice Islamic teachings. Moreover, the goal of this education is to make these teachings a way of life, with the aspiration to achieve well-being and salvation both in this world and the hereafter. (Imelda Frimayanti, 2017, p. 240)

2. Discussion of Research Results

Based on the research findings of data processing on the influence of parental involvement on students' academic achievement in Islamic Education subjects (PAI), the research description can be outlined by describing the data obtained using SPSS version 25. This includes: research data description, prerequisite tests such as homogeneity, normality, and linearity tests, as well as simple linear regression analysis.

Deskripsi data hasil penelitian

The research data was obtained from a questionnaire completed by 45 parents of eighth-grade students at SMPN 5 Mendo Barat. The questionnaire consisted of 35 items regarding the variables of parental involvement in students' academic achievement. After obtaining and processing the data, the required descriptive statistics of the respondents' variables (X) and (Y) were conducted using SPSS version 25. The details are as follows:

Table 1. Respondent data between variables x and y

	<i>Title 1</i>	<i>Perhatian orang tua</i>	<i>Prestasi belajar siswa</i>
N	Valid	45	45
	Missing	0	0
	Mean	5,0031	78,4667
	Median	5,2200	79,0000
	Mode	4,56	79,00
	Std. Division	0,77602	3,89405
	Variance	0,602	15,164
	Range	3,22	16,00
	Minimum	2,78	70,00
	Maximum	6,00	86,00
	Sum	225,14	3531,00

Based on the table above, it can be seen that the variable of parental involvement (X) obtained a mean value of 5.00, a median of 5.22, a mode of 4.56, a standard deviation of 0.77, variance of 0.60, a range of 3.22, a minimum value of 2.78, and a maximum value of 6.00 with a sum of 225.14. It can be concluded that the average score for parental attention is 5.00, with the most frequent response being 4, indicating a high level of "always" in parental involvement in preparing their children's education.

To determine students' academic achievement in Islamic Education, several reports on the final evaluation scores are needed. From the table above, it is evident that the average score (mean) is 78.47, the median is 79, and the mode is also 79. The standard deviation is 3.89, indicating variability around the mean score. The variance is 15.16, showing the spread of scores. The range is 16, with the minimum score being 70 and the maximum score 86. The total sum of scores is 3531. Therefore, it can be concluded that some students achieved the highest score of 86, while others scored as low as 70, with an average score of 78.47.

Uji normality data

In this research, the data analysis phase included a test of normality using the SPSS software to determine whether the researcher's data followed a normal distribution or not, with a significance level of 0.05. If the significance value is greater than 0.05, it indicates that the data are normally distributed, whereas if the significance value is less than 0.05, it indicates that the data are not normally distributed.(Usmadi, 2020, p. 7) Below are the results of the normality test for the questionnaire data on parental involvement and the report scores of students' learning achievement in Islamic Education (PAI).

Table 2. normality test results

		<i>Unstandardized ed Residual</i>
N	Mean	45
	Std. deviation	,0000000
	Absolute	13,85212937
Normal parameters ^{a,b}		,099
Most Extreme		

Differences	Positive	,080
	Negative	-,099
Test statistic		,099
Asymp sig. (2-tailed)		,200 ^{c,d}

- Test distribution is normal
- Calculated from data
- Lillie for significance correction
- This is the lower bound of the true significance.

Based on the results of the normality test using Kolmogorov-Smirnov, it is found that the significance value (asyp sig. 2-tailed) is 0.200, which indicates that the significance value is greater than 0.05. Therefore, it can be concluded that the residual data values are normally distributed.

Homogeneity Test

To determine whether the research data exhibit uniformity or variability in values, the researcher conducted a homogeneity test. Based on the results of the homogeneity test using SPSS version 25, it is found that the basic decision criterion is if Sig. > 0.05, then the data are homogeneous, and if < 0.05, then the data are not homogeneous. In this case, the Sig. value of 0.956 > 0.05 indicates that the data on the questionnaire for Islamic Education achievement are homogeneous. This is detailed in the following table.

Table 3. Homogeneity test

<i>Test of Homogeneity of Variances</i>					
		Levene statistic	Df1	Df2	Say.
PAI Achievements	Based On Mean	,003	1	43	,956
	Based on median	,062	1	43	,805
	Based on the median and with adjusted df	,062	1	41,820	,805
	Based on trimmed mean	,004	1	43	,951

Linearity Test of Data

To determine whether the data exhibit linearity or not, the researcher conducted a linearity test. Based on the results of the linearity test, it is found that the Sig value of deviation from linearity is 0.006 < 0.05. Therefore, it can be concluded that there is a linear relationship between parental involvement and students' Islamic Education achievement..

Table 4. Linearity test

ANOVA							
			Levene statistic	df	Mean suare	F	Say.
PAI learning achievement	Between groups	(Combined)	156,369	3	52,123	3,894	,015
		linearity	,321	1	,321	,024	,878
Parent involvement	within	Deviation from linearity	156,048	2	78,024	5,828	,006
		Groups	548,875	41	13,387		
Total			705,244	44			

Validity and Reliability Testing

In validity testing, it indicates to what extent the measurement tool used in the study can accurately measure the variables. An instrument is considered valid if it can accurately capture data from the variables. In this study, the researcher employed the Pearson Product formula for analysis using SPSS version 25. From the validity test results on 35 statements presented, it was found that 29 items were valid while 6 other statements were not valid. The criterion for validity is that if the calculated $r >$ (greater than) the r table, then the statement item is considered valid, and if the calculated $r <$ (less than) the r table, then the statement item is considered invalid.

Meanwhile, for reliability testing, the instrument was assessed using the Spearman Brown formula with Guttman correlation using SPSS version 25. The details are as shown in the following table,

Table 5. Parent involvement reliability test

<i>Reliability statistics</i>			
Cronbach's alpha	Part 1	value	,799
		N of items	18 ^a
	Part 2	value	,566
		N of items	18 ^b
	Total N of items		36
Correlation between forms			,782
Superman-Brown	Equal length		,877
coefficient	Unequal Length		,877
Guttman split-Half Coefficient			,679

From the results above, it can be observed that the reliability test for the parental involvement variable obtained a value of 0.679, whereas the R table value is 0.294. Therefore, it can be concluded that the calculated R value $>$ R table, indicating that the instrument is reliable and can be used as a decision-making tool in this study.

Simple linear regression test

In this study, a simple linear regression test was conducted to determine whether parental involvement variable positively correlates with students' learning achievement in Islamic Education subjects (PAI). This regression test was performed using SPSS version 25. The results are presented in the following table.,

Table 6. Simple Linear Regression

<i>Model</i>	<i>Unstandardized Coefficient</i>		<i>Standardized coefficients</i>		<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	
(Constant)	76,417	3,400		22,473	,000
Parent involvement	,037	,066	,085	,559	,579

Based on the above regression results, the obtained t -value is 0.559, while the critical t -value for 45 respondents is 0.287. Comparing the obtained t -value with the critical t -value, if the t -value $>$ critical t -value, then the alternative hypothesis (H_a) is accepted; if the t -value $<$ critical t -value, then there is no significance and the null hypothesis (H_o) is not rejected. Therefore, it can be concluded that the obtained t -value of $0.559 > 0.287$, hence the alternative

hypothesis (H_a) is accepted, indicating a significant influence of parental involvement on students' learning achievement in Islamic Education subjects (PAI).

Furthermore, for simple linear regression, it can be concluded that the constant value is 76.41 and the coefficient for parental involvement is 0.579. Thus, the analysis yields the equation $Y = 76.41 + 0.579$, indicating that parental involvement has a positive relationship with learning achievement with a regression coefficient of 0.579. This means there is a positive relationship between parental involvement and students' learning achievement. Hence, the higher the parental involvement, the higher the students' learning achievement.

Correlation Test

Hypothesis testing was conducted to determine whether the hypotheses proposed in this study can be accepted or not. The hypothesis testing used Pearson Product Moment correlation with SPSS version 25 as shown in the following table,

Table 7. Correlation test

		<i>PAI learning achievement</i>	<i>Parent involvement</i>
Pearson Correlation	PAI learning achievement	1,000	,021
	Parent involvement	,021	1,000
Sig. (1-tailed)	PAI learning achievement		,445
	Parent involvement	,445	
N	PAI learning achievement	45	45
	Parent involvement	45	45

Based on the table above, it can be observed that there is a relationship between the variable of parental involvement (x) and PAI learning achievement (y), calculated with a correlation coefficient of 0.445. This indicates a moderately strong relationship between them. To further clarify the interpretation of the strength of this relationship, guidelines as shown in the following table are needed,

Table 8. Reference for interpretation of correlation coefficient

<i>Interval cophicin</i>	<i>Relationship level</i>
0,80 -1,00	Between variable X and variable Y There is a very strong correlation
0,60 – 0,79	Between variable X and variable Y there is a very strong correlation or very high
0,40 – 0,59	Between variable X and variable Y There is a moderate or sufficient correlation
0,20 – 0,39	Between variable X and variable Y there is a weak or low correlation
0,00 – 0,19	Between variable X and variable Y There is indeed a correlation, but the correlation is so weak or low that the correlation is ignored (it is considered that there is no correlation between variable X and variable Y).

Based on these references, it can be noted that the correlation between variables X and Y, as indicated by the Pearson Correlation value of 0.445, falls within the interpretation range mentioned above, which is between 0.40 and 0.59. Therefore, it can be concluded that the variables (X) parental involvement and (Y) student learning achievement in PAI have a moderately strong correlation.(Khasanah et al., 2021, p. 210). This implies that the hypothesis in this study states that there is a positive influence of parental involvement on students' learning achievement in PAI.

Conclusion

Based on the analysis of research data, hypothesis testing, and discussion, it can be concluded that there is a positive and significant relationship between parental involvement and students' learning achievement in the subject of Islamic Education. The variable of parental involvement contributes 44.5% to students' learning achievement, while the remaining 55.5% is determined by other factors. Additionally, the magnitude of learning achievement in education can be predicted through the regression equation $\hat{Y} = 76.41 + 0.579$.

From the research results, the Pearson Correlation value of 0.445 falls within the range of 0.40 – 0.59, indicating a moderately strong correlation between parental involvement and students' learning achievement in PAI. Therefore, based on the statistical analysis, it is evident that parental involvement influences students' learning achievement in PAI, as evidenced by students' report card scores in PAI. There is a positive and significant relationship between the two variables with a correlation value of 0.445.

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