



Parental Involvement and Its Impact on Students' Academic

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Abstract. This study aims to analyze the role of parents in the academic achievement of second-grade students at SD Muhammadiyah Trini. Does the role of parents influence their children's learning activities and academic achievement? This study employs a quantitative approach using a correlational design. This study aims to determine whether there is a relationship between the variables. It tests the validity and reliability of the instruments used to measure parental involvement in academic achievement. This study was conducted using a quantitative method through a correlational approach. The study sample consisted of 30 respondents. The research instruments used a parental involvement questionnaire administered to students and the students' average final report card grades. The results of the calculation using the product-moment correlation formula showed that $r_{\text{Calculated}}$ was greater than r_{Table} ($0.944 > 0.361$). This indicates that there is a relationship between parental involvement and students' academic achievement. This finding is further supported by the rejection of H_0 and the acceptance of H_a .

Keywords: Parental Involvement, Academic Achievement, Elementary School Students

1. Introduction

Education has a very vital and primary function in efforts to improve the quality of human resources. Basic education becomes the initial foundation in forming students' academic abilities and character. At this stage, students not only gain knowledge but are also guided to develop good study habits, a critical attitude, as well as understanding of their surrounding environment. An effective learning process at the elementary school level will support the development of students' potential so that it can influence their academic achievement [1]. Therefore, basic education plays an important role in helping students achieve optimal learning outcomes.

The process of organizing education involves various important components, such as educators, facilities and infrastructure, community support, as well as parental involvement. The involvement established between educators and parents is an important factor that can influence the achievement of educational goals effectively and efficiently. Parental involvement becomes one of the external factors that play a role in achieving students' academic performance [2]. Parental involvement is a form of support and active role in children's education, both in the school environment and

outside of school, manifested through attitudes, values, and various actions to support the development and success of children's academic achievements.

When parents and teachers collaborate effectively in supervision, guidance, and encouragement, students are more likely to feel cared for, have greater enthusiasm for learning, and show progress in their academic achievements. Parents are the closest environment for the child and have a very significant responsibility in instilling good habits from an early age. As the primary educators, parents not only display actions that can be emulated, but also create an atmosphere that supports the child's growth and development process.

Parents can motivate children to stay enthusiastic about learning. This encourages children to always strive to improve their learning outcomes. Parental attention is not only in the form of love, but also includes providing a comfortable environment to support children's educational success. Many parents still completely rely on schools for the educational process, without being actively involved. On the other hand, some teachers have also not established close communication with parents. This results in a lack of collaboration in accompanying students, so learning achievements do not develop well. Therefore, it is very important to explore how much cooperation between parents and teachers can influence the improvement of students' learning outcomes [3].

There are three main indicators of parental involvement. First, involvement in terms of moral support, which includes encouragement, attention, and emotional reinforcement given to children so that they can develop self-confidence, face various challenges, and manage their emotions well. Second, involvement in material terms, which involves providing the necessary needs or facilities to support the child's optimal growth and development. Third, involvement in terms of recognition, which is not always material but can also be given verbally as a form of appreciation for efforts or achievements. According to [4], active parental involvement in education, such as monitoring learning progress, discussing study materials, and helping organize study time effectively, can boost self-confidence and motivate students to be more enthusiastic about learning.

In the context of primary education, parental involvement has a stronger effect compared to higher levels of education because at this phase, students are still at the stage of concrete operational cognitive development. According to [5], parental involvement in the form of academic communication and learning supervision has a significant influence. This indicates that parental contributions are not merely supplementary, but are an important determinant in students' learning success.

The dynamics of parental involvement are also influenced by socio-economic factors and family educational literacy. Parents with higher education levels tend to have more effective involvement patterns in supporting their children's learning [6]. This indicates that educational interventions should not only focus on students but also on increasing the capacity of parents as educational partners.

Parental involvement in education, according to [7], can be observed through several different patterns. These patterns include cooperation between parents and children at home, such as helping with homework; participation in activities organized by the school, for example attending school events; as well as communication between parents and teachers, such as discussing assignments or the child's learning progress. In addition, parental involvement also includes supervision of the child's behavior outside of the school environment. This involvement is also related to various educational indicators, such as increased academic achievement, low rates of grade repetition and dropout, high graduation rates and timely completion of studies, as well as increased participation in further education.

Based on observations conducted at SD Muhammadiyah Trini, parental involvement in monitoring students' academic activities appears to be relatively high. Most parents actively engage in supporting their children's academic development, both by assisting with learning at home and by maintaining regular communication with the school. Such involvement constitutes an important factor that may contribute to students' academic achievement. Therefore, this study aims to further investigate the relationship between parental involvement and academic achievement in elementary school settings.

2. Methodology

This research uses a quantitative approach with a survey/correlational research type. The quantitative approach was chosen because this study aims to obtain data that is objective, measurable, and can be statistically analyzed to systematically describe the phenomenon being studied. The survey/correlational method is used to collect information from respondents who are the subjects of the research over a certain period of time. This method aims to analyze and measure two or more variables without manipulating these variables [8], therefore this study aims to determine whether there is a relationship between the variables.

Data collection in this study was conducted using observation and questionnaires. As a form of quantitative research that collects numerical data, this study offers the opportunity to evaluate social phenomena using mathematical and statistical methods [9]. The study population consisted of all 30 second-grade students at SD Muhammadiyah Trini.

3. Results and Discussion

Researchers conduct pilot tests on the instruments before using them for data collection in the field. This testing process includes validity and reliability testing to ensure that the instruments used are appropriate and reliable. Validity testing aims to determine the extent to which a test instrument is capable of measuring the validity of

a measurement. Meanwhile, reliability testing is used to assess the level of consistency or stability of the results obtained from an instrument.

a. Validity Test for Variable X

In this instrument validation test, the researcher analyzed the data using SPSS version 21. Based on the results of the validity test for the 15 items of the parental involvement scale questionnaire, 9 items were found to be valid, namely items 1, 3, 5, 6, 11, 12, 13, 14, and 15. There were 6 invalid items in the questionnaire, namely items 2, 4, 7, 8, 9, and 10; therefore, these items could not be included.

b. Reliability Test Variable X

Reliability is measured by determining the table r value, where $df = N - 2$. In this study, since $N = 30$, this means $30 - 2 = 28$; using a 5% significance level, the table r value is 0.361. The reliability results for variable X (Parental Involvement) show a Cronbach's alpha coefficient of $0.731 > 0.361$, indicating that the parental involvement instrument is highly reliable. This means that all items are highly reliable as data collection instruments.

c. Statistical Analysis of Research Data

1. Normality Test Analysis

The results of the normality test showed a significance value of 0.288, which is greater than 0.05; therefore, it can be concluded that the values of variable X are normally distributed.

2. Linearity Test Analysis

This test was conducted to determine the linearity or relationship between two variables. Since the significance value for "Deviation from linearity" is 0.792 which is greater than 0.05 it can be concluded that there is a linear relationship between the two variables: parental involvement and academic achievement.

3. Research hypothesis

The hypothesis testing conducted in this study aimed to determine the relationship between parental involvement and academic achievement. The hypothesis test in this study utilized the Product-Moment Correlation formula with the assistance of SPSS. A Pearson correlation coefficient of 0.648 was obtained, indicating a strong relationship between variable X and variable Y. Next, to determine whether the relationship is significant or not, the calculated r is compared with the critical r . Therefore, since the calculated

r is 0.648 and the critical r is 0.361, we find that the calculated r is greater than the critical r , or $0.648 > 0.361$.

It can be concluded that H_0 is rejected and H_a is accepted. This means that there is a significant relationship between variable X, parental involvement, and variable Y, student academics.

Table 1. SPSS Correlation Results

Correlations		
	Involvement	Achievement
Involvement	1	.648**
Pearson Correlation	30	.000
Sig.(2-tailed) N		30
Achievement	.648**	1
Pearson	.000	30
Correlation Sig.(2-tailed)	30	
N		
**. Correlation is Significant at the 0.01level (2-tailed).		

It can therefore be concluded that H_0 is rejected and H_a is accepted. This means that there is a significant relationship between the independent variable X (parental involvement) and the dependent variable Y (student academic performance).

This study was conducted using a correlational design. The objective of this study is to determine whether there is a parental involvement in the academic achievement of second-grade students at SD Muhammadiyah Trini. If the data from this study follows a normal distribution, the study is considered successful if the calculated r is greater than the table r . This study utilized several instruments, including interviews with classroom teachers and questions prepared by the researcher. The data was collected using a questionnaire employing the Likert scale technique.

The findings of this study, which indicate a significant association between parental involvement and students' academic achievement, reinforce the view that families are key agents in the process of children's education. These results are consistent with the notion that parental involvement not only contributes to improved academic outcomes but also fosters the development of students' intrinsic motivation and self-regulation [10].

Many viewpoints suggest that parental involvement is not a new concept in the field of education and has contributed to improving the quality of student learning. Furthermore, the role of parents is highly influential for students during their formative years [11]. Parental involvement in students' education can have a positive impact on both students and teachers. Parents' involvement can boost students' motivation to learn and help shape their character, thereby enhancing their personal development [12].

A study by Sari et al. [13] indicates that parental involvement influences student academic achievement and that there is a strong correlation between parental involvement and student academic achievement, at 81.1%. Another relevant study, conducted by Tahir et al. [14], also demonstrates that parental involvement in student academic achievement stands at 78.33%. Based on the results of these two studies, it can be seen that these are fairly significant percentages.

However, these findings also warrant further scrutiny. Not all forms of parental involvement have a positive impact. According to [15], overprotective involvement (overparenting) can actually reduce students' academic independence and have a negative impact on academic achievement. Therefore, the quality of parental involvement is a more important factor than simply the quantity of involvement.

4. Conclusion

Based on the research conducted, it was found that there is a relationship between parental involvement and the academic achievement of students in the 2nd grade at SD Muhammadiyah Trini. Based on the results of data analysis using the Product Moment correlation test, a correlation coefficient of 0.648 was obtained, with $r_{\text{Calculated}} > r_{\text{Table}}$ ($0.944 > 0.361$), indicating a positive and significant relationship between parental involvement and students' academic achievement.

The results of this study indicate that parental involvement whether in the form of moral support, the provision of learning resources, or frequent communication with the child and the school plays a crucial role in improving students' academic performance. The higher the level of parental involvement, the better the students' academic achievement. This underscores that the family is an external factor that makes a tangible contribution to the success of the learning process, particularly at the elementary school level.

This research supports the view that the family environment plays a crucial role in shaping students' motivation to learn, discipline, and academic readiness. The findings suggest that schools need to establish more effective collaboration with parents through ongoing communication and programs that involve parents in educational activities.

Authors' Contributions

Fitria Kusuma contributed to the conceptualization of the study and the development of the research methodology. Eka Mukti, Nada Khalista, and Dinda Marlita were responsible for data collection and data processing. Furthermore, Nada Khalista and Dinda Marlita conducted the data analysis and interpreted the result. The initial draft of the manuscript was written collaboratively by all authors. Zahra althafia contributed to revising and improving the manuscript. Setyo Eko Atmojo provided guidance and supervision throughout the research process. All authors have read and approved the final version of the manuscript.

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