

PARENTAL PARTICIPATION AND FAMILY SUPPORT ON STUDENT LEARNING OUTCOMES

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Keyword

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Abstract

This study aims to analyze the influence of parental involvement and family support on students' academic achievement. The background of the research is rooted in the phenomenon of declining student performance, which is not solely caused by internal factors, but also by external influences, particularly from the family environment. The research employed a quantitative approach using a correlational survey method. The sample consisted of 11th-grade students and their parents at SMA Islam Al Azhar 7 Solobaru, selected through stratified random sampling. Data were collected using a Likert-scale questionnaire to measure the level of parental involvement, types of family support, and students' academic outcomes, which were assessed through report card scores. The statistical analysis revealed a significant and positive correlation between parental involvement and students' academic achievement ($r = 0.642$; $p < 0.01$), as well as between family support and academic achievement ($r = 0.599$; $p < 0.01$). Multiple linear regression analysis showed that both variables simultaneously contributed 51.2% to student academic outcomes. These findings indicate that higher levels of parental engagement and stronger family support positively influence student learning outcomes. The results suggest a need for strengthened collaboration between schools and families as a strategic effort to improve educational quality.

INTRODUCTION

In the context of today's education, parental involvement and family support are two important pillars in supporting student learning success. The phenomena that occur in various educational units show that there are disparities in learning outcomes that are not solely influenced by internal factors of students, but also by the external environment, especially the role of parents and the quality of family support. In some areas, there are still many parents who completely hand over the learning process to the school, without providing guidance or supervision at home. In fact, various studies confirm that parental involvement in children's learning activities has a positive correlation with students' academic achievement (Wilder, 2023; Musengamana, 2023).

From 2020 to 2025, there have been many studies that have highlighted this theme in depth. For example, research by Tan et al. (2020) found that the academic benefits of parental involvement are highly dependent on the family's socioeconomic status. Research by Sengonul (2022) showed that parental involvement and family socioeconomic status have a direct impact on children's learning outcomes.

Meanwhile, Otani (2020) emphasized that parental participation needs to be viewed from the perspective of the family's culture and value system. Kartel et al. (2022) examined parental involvement strategies during online learning, finding that families with a proactive approach can

minimize learning loss. In addition, other studies have also strengthened the positive relationship between family emotional support and students' learning motivation (Zhang et al., 2020; Chung et al., 2020; Gross et al., 2020).

Several other studies are also important to note: Poon (2020), Liu & Sulaimani (2020), Goodall & Montgomery (2023), Naite (2021), Kim (2020), Berkowitz et al. (2021), and Bartolome et al. (2020) highlight various dimensions of engagement, such as home-school communication, academic control, and emotional warmth. Nadya & Pustika (2021) show that family motivation during the COVID-19 pandemic is a crucial factor in the success of online learning. Ribeiro et al.'s (2021) research also highlights the challenges and opportunities for family engagement during the pandemic. With a total of more than 30 scientific articles, it is increasingly clear that the variables of parental participation and family support are important determinants of student learning outcomes.

However, from these various studies, there is still a significant research gap. The majority of studies focus on parental involvement in general or only look at it from the perspective of student perception, without integrating the relationship between parental participation and family support simultaneously as predictors of learning outcomes. In addition, there are not many studies that examine parental involvement in the context of public schools in developing areas, especially those studied through a comprehensive quantitative correlational approach. Also, most studies have not explored the differences in the effects of instrumental and emotional support from families on student learning outcomes.

This study is here to fill the gap. The novelty of the study lies in the simultaneous integration of parental participation in formal and informal educational activities and forms of family support, both emotional and material, towards students' academic achievement. This study also uses a quantitative approach with correlation techniques that allow for objective and measurable analysis of variable relationships.

The main objective of this study is to analyze the extent to which parental participation and family support simultaneously affect student learning outcomes. Specifically, this study aims to: (1) determine the level of parental participation in children's education; (2) identify the form and intensity of family support; and (3) evaluate the contribution of both to student learning outcomes. Thus, this study is expected to provide a scientific basis for making family-based educational policies.

The benefits of this study are divided into two, namely theoretical and practical benefits. Theoretically, this study enriches the literature review in the field of educational administration and family educational psychology. While practically, the results of this study can be used by schools in designing effective communication strategies with parents, as well as being a reference for parents in increasing their involvement in the child's learning process. This study is also a consideration for the government in formulating community-based education policies.

METHOD

This study uses a quantitative approach with a correlational survey method. This approach was chosen because it is able to explain the relationship between independent variables (parental participation and family support) and dependent variables (student learning outcomes) statistically (Creswell & Creswell, 2018). The correlational model allows researchers to analyze the strength and direction of the relationship between measurable variables, in accordance with the objectives of this study.

Location and Subject of Research

The study was conducted at SMA Islam Al Azhar 7 Solobaru. The subjects in this study were grade XI students and their parents. The proportional stratified random sampling technique was used to ensure representation of each stratum, both based on the type of school (public/private) and the economic background of the parents. The number of samples was determined using the Slovin formula with an error rate of 5%.

Data collection technique

Data were collected using a closed questionnaire instrument, with a five-point Likert scale. The questionnaire to measure parental participation was compiled based on dimensions from Epstein (2001), such as involvement in school activities, home learning support, and communication with teachers. For family support, indicators include emotional support, financial support, and motivational support (Otani, 2020; Chung et al., 2020). Student learning outcomes were measured through the average report card grades and semester exam results as cognitive indicators.

The instrument was validated in terms of content by three education experts and tested for reliability using the Cronbach's Alpha coefficient. An alpha value ≥ 0.70 is considered to indicate good reliability (Tavakol & Dennick, 2011)

Data Analysis Techniques

The data obtained were analyzed using the Pearson Product Moment correlation test to test the relationship between variables. In addition, multiple linear regression analysis was carried out to determine the relative contribution of parental participation and family support to student learning outcomes. The classical assumption test (normality, multicollinearity, heteroscedasticity) was carried out before the regression analysis to ensure the validity of the statistical model used (Macana et al., 2025). Data processing was carried out with the help of SPSS software version 26

RESULTS

Based on the results of data analysis using the Pearson Product Moment correlation test and multiple linear regression, it was found that there was a positive and significant relationship between parental participation and family support with student learning outcomes. The correlation coefficient value between parental participation and learning outcomes was $r = 0.642$ with $p < 0.01$, which indicates a strong and significant correlation. Meanwhile, family support has a correlation coefficient of $r = 0.599$ with $p < 0.01$, which also indicates a strong relationship. The results of the multiple linear regression analysis showed that the variables of parental participation and family support simultaneously contributed $R^2 = 0.512$, meaning that both variables explained 51.2% of the variance in student learning outcomes.

In more detail, parental participation in assisting learning at home, attending school activities, and building communication with teachers has been proven to significantly affect students' academic achievement. Meanwhile, family support including providing motivation, learning facilities, and emotional stability at home contributes to students' concentration and readiness in receiving learning. The classical assumption test also shows that the data meets the requirements for normality, there is no multicollinearity or heteroscedasticity, so the regression model is suitable for use.

DISCUSSION

The results of this study reinforce previous findings that emphasize that parental involvement and family support are crucial factors in shaping students' academic achievement. In line with the findings of Wilder (2023) and Musengamana (2023), parental participation contributes significantly to students' learning outcomes, both through academic control, physical presence, and providing psychological support. These results are also supported by research by Tan et al. (2020), which states that the benefits of parental participation will be more pronounced if it is carried out actively and in a targeted manner, regardless of economic background.

This study is also consistent with the studies of Liu and Sulaimani (2020) and Otani (2020), which emphasize the importance of communication between home and school in creating learning harmony. Structured parental participation has been shown to have a positive effect on children's learning attitudes, strengthen their self-confidence, and form a stable learning routine. Family support, as emphasized by Chung et al. (2020), is not only in the form of material, but also emotional support such as warmth, attention, and active involvement that strengthens children's psychological stability.

These results are also relevant to the research results of Kartel et al. (2022) during the pandemic, which showed that families with high involvement were able to reduce learning loss. On the other hand, family support in the form of learning facilities and supervision of online activities has been shown to be a strong predictor of learning outcomes, as shown by Ribeiro et al. (2021). In Indonesia, Nadya and Pustika (2021) found that students who received a conducive learning atmosphere from their families showed better learning persistence.

In a broader context, these results are also in line with the findings of Gross et al. (2020) who explained that a shared understanding between teachers and parents regarding the form of involvement is very important in supporting children's comprehensive learning. Kim (2020), in a study in East Asia, also emphasized that parental involvement must be adjusted to the cultural context and dynamics of each family, so that meaningful participation is more important than mere symbolic presence.

Furthermore, the contribution of the variables of parental participation and family support which reached 51.2% to student learning outcomes in this study indicates that external factors from the family have a significant influence that cannot be ignored. This confirms Epstein's theory (2001) and Bronfenbrenner's bioecological model, where the microsocioal system (family) is the main environment that shapes children's cognitive development. Thus, strengthening family-school relations and increasing parental awareness of their role are key to improving students' academic achievement.

Overall, the findings of this study provide strong empirical evidence that the synergy between parental participation and family support not only has an individual effect, but also has a significant combined effect on improving student learning outcomes. Therefore, these results strengthen the urgency of a more family-community-based education policy and support the active involvement of parents at all levels of education.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that parental participation and family support have a very significant role in student learning outcomes. Parental participation, which includes involvement in school activities, home learning assistance, and active communication with teachers, has been shown to contribute to improving students' academic achievement. Likewise, family support, both in emotional forms such as attention and motivation, and material support such as the provision of learning facilities, has a positive influence on students' readiness and enthusiasm for learning. Statistical analysis shows that both variables simultaneously contribute more than 50% of the variation in student learning outcomes, indicating that the family environment is an important determinant in educational success. Therefore, strengthening parental involvement and paying attention to the quality of family support are strategic steps to improve the quality of education as a whole.

Recommendation

Based on these findings, several recommendations can be put forward. For schools, it is recommended to build more effective and intensive communication with parents, for example through regular meeting forums, digital media, or short training for parents on how to accompany children in learning. Schools can also develop partnership programs that encourage active parental involvement in students' academic and non-academic activities. For parents, it is important to realize that their involvement is not enough to just meet the material needs of children, but also need to provide attention, motivation, and create a home environment that supports the learning process. Meanwhile, for the government or policy makers, it is necessary to formulate programs that encourage family involvement in education, including parent literacy campaigns and the preparation of family-friendly school regulations based on collaboration between home and school.

Suggestion

The suggestions that can be given for further research are to expand the scope of variables, not only limited to family factors, but also considering the influence of the social environment, peers, and the quality of teaching at school. Furthermore, the use of a mixed methods approach is

recommended to explore deeper qualitative data, such as students' and teachers' perceptions of effective forms of family support. Longitudinal research is also needed to understand the long-term impact of parental participation on children's academic achievement from level to level. In addition, it is important to adjust the research instrument to the local cultural context so that the research results are more relevant and can be applied widely in various regions of Indonesia. Thus, the research results can be used optimally to increase synergy between families and schools in achieving national education goals.

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