



THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

This study aimed to determine the relationship between parental involvement and students' academic achievement. In addition, the purpose of this study was to determine the level of parental involvement and student academic achievement. To answer the research questions, descriptive mean analysis and Pearson Product Coefficient Correlation were used. The findings revealed that: (1) the level of parental involvement was 3.82, indicating frequent parental involvement; (2) the level of student academic achievement was 83.07, indicating good academic achievement; and (3) the $p = .135$ and $r = .195$, indicating that there is no significant correlation between parental involvement and student academic achievement; however, the correlation was found to be positive but only weakly. The researcher concluded that parental involvement is not a significant factor that has a relationship with student academic achievement. It is suggested that future researchers or teachers look for other factors that have a significant relationship on student academic achievement.

Keywords: Parental Involvement, Students' academic achievement.

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan keterlibatan orang tua dengan prestasi akademik siswa. Selain itu, tujuan dari penelitian ini juga untuk mengetahui tingkat keterlibatan orang tua serta tingkat prestasi akademik siswa. Untuk menjawab pertanyaan penelitian, digunakan *descriptive mean analysis* dan *Pearson Product Coefficient Correlation*. Hasil penelitian menunjukkan bahwa: (1) tingkat keterlibatan orang tua sebesar 3.82, menunjukkan keterlibatan orang tua yang sering dilakukan; (2) tingkat prestasi akademik siswa sebesar 83,07 yang menunjukkan bahwa prestasi akademik siswa adalah baik; dan (3) $p=0.135$ dan $r=0.195$, menunjukkan bahwa tidak ada korelasi yang signifikan antara keterlibatan orang tua dengan prestasi akademik siswa. Namun demikian, korelasinya ditemukan positif tetapi lemah. Peneliti menyimpulkan bahwa keterlibatan orang tua bukanlah faktor signifikan yang memiliki hubungan dengan prestasi akademik siswa. Disarankan kepada para peneliti atau guru-guru mendatang untuk meneliti faktor lain yang secara signifikan berpengaruh terhadap prestasi akademik siswa.

Kata kunci: Keterlibatan orang tua, Prestasi akademik siswa.

I. INTRODUCTION

Student academic achievement is a result of learning from a long process so students must really a big and strong motivation to be able to develop themselves in academic achievement. Academic achievement refers to

performance outcomes that indicate the extent to which a person has achieved specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Parental involvement, according to Dr. Toby Parcel,



who was quoted in an article about the importance of parental involvement, is a more important component in a child's academic performance than school factors (North Carolina State University, 2012). In other words, parents can compensate for any shortcomings in a school by increasing their involvement in their children's education. Students will frequently underperform if their parents do not instill a sense importance in the learning process and the value of academic achievement in them. This is because they see no intrinsic or even extrinsic value in completing academic tasks successfully. Both family and school social capital has a direct impact on student achievement. The bonds between parents and children, such as trust, open lines of communication, and active participation in a child's academic life, are defined as family social capital (NCSU, 2012). School social capital is defined as a school's ability to serve as a positive learning environment, which includes indicators such as student participation in extracurricular activities, teacher morale, and teachers' ability to address the individual needs of each student (NCSU, 2012). According to the findings, students with high family social capital but low school capital outperformed those with high school social capital but low family social capital in terms of academic success

(NCSU, 2012). Both types of capital are required, but family capital is frequently a stronger predictor of academic success (NCSU, 2012). In order for a child to achieve academic success, parents must be involved and participate in the educational process. The greater the parental involvement, the more likely students are to become productive members of society while also excelling academically. As a result, the home environment has been defined as the quality of human interactions from the child's point of view. It includes family trust and confidence, idea sharing, parental support, parental approval, parental encouragement, care, affection, and approval. According to the explanation above and as an outcome, the researcher wants to analyze the link between parental involvement and students' academic achievement.

According to Rafiq (2013), parental involvement has a significant impact on their children's academic performance. He proves how parental involvement can improve their children's academic achievement. Parents should pay more attention to their children, recognize their children's potential and talents, provide the way and infrastructure to support their children's learning process at school, and always motivate children to be enthusiastic about learning. Sri Mulyani



(2017) as quoted in Kompas.com stated that, the role of Indonesian parents in education is still very limited. Schools and parents must, in fact, work together to educate their children. However, in Indonesia, up to 80% of parents never participate in school decision-making, and up to 30% never consult with the teacher. It means in Indonesia parental involvement is still less in effecting their children's academic achievement. In several schools in Manado, particularly students at SMP Negeri 1 Tompaso Baru, have poor academic achievement due to a lack of motivation or direction among students; students' inability to see the true value of being academically proficient. Some of the teachers stated that some students are not proficient in their academic achievement, and also many parents do not take a serious role in involving themselves in the academic achievement of their children. The goal of this study is to see if there is a relationship between parental involvement and student academic achievement in gaining a better understanding of the correlation between parental involvement and students' academic achievement. First, to find out the level of parental involvement in student academic achievement. Second, to find out the level of student academic achievement. Finally, to find out whether there is a significance of the

relationship between parental involvement in student academic achievement. This study only focused on parental involvement and student academic achievement of grade A, B, C from 8th grade students at SMP Negeri 1 Tompaso Baru who were registered in the first semester of the 2021/2022 academic year. This study applied quantitative, descriptive, and correlational methods. Furthermore, parental involvement in this study only covered parenting, communicating, volunteering, learning at home, decision making, and community collaboration. Furthermore, academic achievement specifically referred to the students' final grades for the first semester of 2021/2022. The results of this research can later be useful in theoretical importance. The findings of this study will be expected to have a positive impact on educational practice. It will be hoped that it can be used as a reference in improving student academic achievement. Then, for practical purposes, first for teachers: by reading this study, teachers can encourage parents to involve in their children's learning process to achieve proficient academic achievement. Second, for parents: it may assist parents to pay attention to the success of student academic achievement by actively involved in their children's learning process to achieve academic success. Third, for the students:



The findings of this study provide motivation for the students to know the importance of learning everywhere and with everyone.

Fourth, for the researcher: The findings of this study may gain a new perspective and experience about understanding parental involvement in student academic achievement.

II. METHODOLOGY

Research Design

This study used a quantitative approach. This is scientific research, which means it is based on the signs of a rational, empirical, systematic science. So, the findings of the research can be held accountable. The quantitative approach yield results in the form of a statistically based description. This study is correlative. The goal of correlation research is to discover the relationship between two or more variables. Correlation research collects data from individuals on two or more variables and attempts to determine whether these variables are related (correlated). The degree to which two variables differ directly (positive correlation) or inversely (negative correlation) is referred to as correlation (negative correlation). Correlation research determined whether there is a correlation by measuring how high or low the correlation between two variables is. The goal of this study was to look into the connection

between parental involvement and student academic achievement. This study was included two variables: parental involvement (variable X) and student academic achievement (variable Y). Variable X is assessed using a questionnaire, and the student academic achievement is based on the students' final grade of the first semester in 2021/2022 academic year. The documentation of student final grade results was used to determine whether there is a significant relationship between parental involvement and student academic achievement.

The Population of the Study

Johnson and Christense (2016) stated that “a population (sometimes called a target population) is the set of all elements. It is the large group to which a researcher wants to generalize his or her sample results” (p. 34). The population of this study was students who have officially registered at SMP Negeri 1 Tompaso Baru. The respondents were 60 students of grade 8 of class A, B, and C at SMP Negeri 1 Tompaso Baru, in the first semester of academic year 2021/2022. However, respondents participated voluntarily, based on their availability and willingness.



Sampling Technique

The researchers do not use sampling because this is a population study. Sampling is used when only a subset of a population is being investigated. In contrast, all of the population's respondents were included in this research.

Research Instrument

A questionnaire and documentation of student final grade was used in this research to determine the relationship between parental involvement (PI) and student academic achievement (SAA) at SMP Negeri 1 Tompaso baru in the first semester of the 2021/2022 academic year. The questionnaire was adapted from Khoiri (2017). The total items of the questionnaire are 20 items. The items are divided into six parts: first part is parenting which consists of five items (1,2,3,15,17), second part is communicating which consist of four items (4,5,20,16), third part is volunteering which consists of two items (6,7), fourth part is learning at home which consists of four items (8,9,10,18), fifth part is decision making which consists of two items (11,19), sixth part is collaborating with the community which consists of three items (12,13,14). The questionnaire has been translated into Indonesian. The questionnaire used five points of Likert's Scale and the questionnaire response was interpreted as

follows: 1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always. The documentation of students' final grade was used to get some data about student academic achievement in class A, B and C of grade eight at SMP Negeri 1 Tompaso Baru in the first semester of 2021/2022. The data was gotten from the result of parents' involvement questionnaires and student's score in academic achievement from students' final grades.

Pilot Study

A pilot study, first was conducted on the adapted questionnaire to validate each item of the questionnaire. The responses were entered into a statistical application software. The pilot study was conducted in SMP Negeri 1 Tompaso Baru on January 27, 2022 to 10 students from 8th grade of class D, who had officially registered in the first semester of the 2021/2022 academic year. You should conduct your pilot study with a minimum of 5 to 10 people (Johnson, 2014). When the researcher conducted a pilot study, the first researcher asked a teacher to help in the distribution of the created questionnaires. Then, the questionnaire was given to 10 students.

Validity and Reliability



Statistical tools were used to test the validity and reliability of the questionnaire in this study. The researchers used Pearson Correlation to check whether items are valid. In this study, there are 6 valid items after they were analyzed using statistical tools. The valid items were two items of parental involvement (14, 16), two items of communicating (4, 15), one item of learning at home (9), and one item of decision making (12). The reliability was determined using Alpha Cronbach analysis and SPSS. To measure the reliability used the index Coefficient alpha. According to Heale and Twycross (2015), “an acceptable reliability score is one that is 0.7 and higher” (p. 67). Hence, the items were reliable to use. The Cronbach's alpha for parental involvement was .747. This result demonstrates that the perception scale is reliable in terms of parental involvement. With acquisition value, it can be said that it is reliable.

Data Collection Procedures

The data collection process is presented in the following order: First, the researchers asked a letter to the Secretary of FKIP to request a letter via WhatsApp. Second, the researchers' receipt of the letter signed by the Dean of Education Faculty in the office. Third, the researchers submitted the letter to the principal of SMP Negeri 1 Tomposo Baru in

order to collect data. Fourth, after receiving permission from the principal, the researchers met with one of the teachers at the school and requested assistance in distributing questionnaires to students. Fifth, the teacher assisted the students by informing them the purpose of the questionnaire's filling, the instructions on how to complete the questionnaire, and stated that the questionnaire did not affect their scores. Sixth, the researchers collected questionnaires and analyzed them using statistical tools, followed by data interpretation. Finally, as soon as the teacher permitted, the researchers asked the teacher for permission to publish the student's final project grades and findings.

Data Interpretation

To interpret the data of research questions 1 used Likert's scale to find the mean of the level of parental involvement that interpreted as follows: 1.00 - 1.49 → 1.00 = never, 1.50 - 2.49 → 2.00 = seldom, 2.50 - 3.49 → 3.00 = sometimes, 3.50 - 4.49 → 4.00 = often, 4.50 - 5.00 → 5.00 = always. To interpret the data of research questions 2, this study used the scoring system at SMP Negeri 1 Tomposo Baru to find the mean of the level of student academic achievement that interpreted as follows: 95-100 = Outstanding, 88-94 = Very Good, 81-87 = Good, 75-80 = Passing, <75 = Failed. To analyzed and interpret Research



Questions 3, the Pearson product-moment formula (bivariate correlation) used to see if there is a significant relationship between parental involvement and student academic achievement. A significant relationship in the variables was discovered if the significance value p was less than the significance level $\alpha = .05$. In this case, the standard coefficient used to determine whether there is a significant relationship between parental involvement and student achievement.

III. RESULT AND DISCUSSION

The first research question is to ascertain the level of parental involvement. The researchers used descriptive statistics to answer research question number one. The analysis resulted in a mean score of 3.82 for parental involvement in parenting, communicating, learning at home, and decision making. (see Table 4.1).

Table 4.1
The Mean Score of Parental Involvement
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement	60	2	6	3.82	.873
Valid N (listwise)	60				

The mean score for data interpretation on a 5-point Likert scale ranged from 3.50 to 4.49. The findings revealed that parental involvement was often in parenting, communicating, learning at home, and

decision making. among SMP Negeri 1 Tompaso Baru 8th grade A, B, and C students.

The second research question is to determine the level of student academic achievement. The researchers used descriptive statistics to analyze research question number two. The average score for student academic achievement was 83.07 in all levels of the subjects. (see Table 4.2).

Table 4.2
The Mean Score of Student Academic Achievement
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Achievement	60	65	94	83.07	5.934
Valid N (listwise)	60				

According to the interpretation, their academic achievement ranged from 81 to 87, indicating that the academic achievement of 8th-grade A, B, and C students at SMP Negeri 1 Tompaso Baru was good in all levels of the subjects. The result of the significant correlation between parental involvement and student academic achievement was $p = .135$. It means that although the parental involvement in parenting, communicating, learning at home, and decision making was often in academic achievement of the students was good. (see Table 4.3).



Table 4.3
The Correlation Between Parental Involvement and Student Academic Achievement
Correlations

		Academic Achievement
Parental Involvement	Pearson Correlation	.195
	Sig. (2-tailed)	.135
	N	60

It is explained that if the p-value is less than .05 or 5%, it is statistically significant (McLeod, 2019). As a result, because the p-value in this study was .135, the result showed that there is no significant relationship between parental involvement and student academic achievement.

Furthermore, the output result for the correlation between parental involvement and student academic achievement was $r = .195$. (see Table 4.5). This demonstrates that, while there is no significant correlation between the two variables, the correlation is weak. According to Schober and Boer (2018), the correlation range of 0.10 – 0.39 indicates a weak correlation. As a result, because $r = .195$ ranged from 0.10 to 0.39, the result indicated that parental involvement has a weak correlation with student academic achievement. Furthermore, the r-value indicated positive correlation coefficient. If both variables are directly related, the coefficient can be said to be positive; for example, if one variable rises, the other rises

as well (Mukaka, 2012). As a result, the findings suggest that parental involvement has a positive but weak relationship with student academic achievement. As a result, there is no significant correlation between parental involvement and students' academic achievement, which means that although parental involvement in parenting, communicating, learning at home, and decision-making was often. The academic achievement of the students was good.

IV. CONCLUSION

This study aimed to determine the level of parental involvement, the level of student academic achievement, and whether or not there was a significant correlation between parental involvement and student academic achievement. The researchers used a descriptive design to determine the level of parental involvement and student academic achievement, and a correlational design to determine the relationship between the two variables. Respondents in the study were 8th graders from SMP Negeri 1 Tompaso Baru from classes A, B, and C. The researchers used an adopted Khoiri (2017) questionnaire and the students' final grades to collect data. Regarding parental involvement, the result was 3.82, indicating that they have often



parental involvement, and the level of student academic achievement was 83.07, indicating that they are at a good, nearly very good, level. The correlation coefficients for both variables were $r = .195$ and $p = .135$. As a result, the results show that there is a positive weak correlation, but it is not significant. Based on the findings of the previous chapter, it can be concluded that parental involvement of grade 8th students from A, B, and C at SMP Negeri 1 Tomposo Baru is often in asking about their children grades, making learning at home fun, supporting their children to learn additionally by taking various lessons, television viewing hours and cell phone use are restricted, and asking about their children learning experience at school. Furthermore, academic achievement is good, almost very good, indicating that they have a good knowledge of academic achievement. Finally, because there was no significant correlation between the two variables, it is concluded that there are other factors that significantly correlated with student academic achievement.

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