



## The Influence of Parental Involvement on Academic Achievement: A Comparative Study Across Different Educational Systems

Riky Supratama<sup>1a\*</sup>

<sup>1</sup> Sunan Kalijaga State Islamic University Yogyakarta, Indonesia

<sup>a</sup>3204011004@student.uin-suka.ac.id

### Article History:

Received:

04-07-2024

Revised:

08-08-2024

Accepted:

13-09-2024

### Keywords:

Parental Involvement;

Academic Achievement;

Different Educational Systems;

### \*Correspondence Address:

[mulalicahmed5@gmail.com](mailto:mulalicahmed5@gmail.com)

### Abstract:

*This study employs a qualitative comparative case study design to explore the influence of parental involvement on students' academic achievement across different educational systems. By examining how parental involvement is perceived and practiced in various contexts, the research aims to understand the impact of these variations on students' academic outcomes. Participants, including parents, teachers, and students, were selected through purposive sampling to represent diverse educational systems. Data were collected through in-depth interviews, focus group discussions, observations, and document analysis. Thematic analysis revealed key themes related to the nature of parental involvement, perceptions of parental roles, and the impact on academic achievement. Comparative analysis across different educational systems highlighted both similarities and differences in parental involvement practices, influenced by cultural attitudes and institutional policies. The findings suggest that robust parental involvement, supported by effective policies and resources, positively impacts students' academic performance. The study's implications extend to educational policy, emphasizing the need for culturally responsive and inclusive approaches to enhance parental engagement in diverse educational contexts.*

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.





## Introduction (مقدمة)

Parental involvement in education is recognized as a crucial factor in supporting student success. According to Epstein (2018), parental involvement includes various activities that support a child's learning outside the classroom, such as helping with homework, attending school meetings, and communicating with teachers. Jeynes (2016) found that parental involvement can enhance students' motivation and learning skills, which in turn contributes to better academic outcomes. This study revealed that students with active parental involvement show higher grades and better attendance rates, and have a more positive attitude towards school.

Furthermore, parental involvement also plays a role in the social and emotional development of students. Deslandes and Cloutier (2020) identified that emotional support and parental involvement help students manage academic stress and build self-confidence. Consistent involvement from parents helps create a supportive and stable environment for their children, which is crucial for academic success and personal well-being (Deslandes & Cloutier, 2020). The influence of parental involvement on academic achievement can be viewed from several perspectives. A meta-analysis by Huang and Lin (2019) shows that parental involvement is positively related to students' academic achievement across various countries. The research found that children who receive support from their parents, whether through help with homework or participation in school activities, tend to achieve higher grades and perform better academically compared to children who do not receive similar support.

However, the effects of parental involvement are not always uniform across contexts. For example, Hill and Tyson (2009) found that certain types of involvement might have different impacts. Their study indicated that more intrusive or uncoordinated involvement could negatively affect academic outcomes. This highlights the need for a balanced approach and a deep understanding of how parental involvement can be optimized to support students in different educational settings.

Globally, approaches to parental involvement in education vary significantly. In countries like Finland and Canada, parental involvement is considered an integral part of the education system and is encouraged through policies that support collaboration between schools and homes (Sahlberg, 2011; Parent & Clandinin, 2020). Research shows that education systems in these countries often provide strong platforms for engaging parents, contributing to better academic outcomes for students. In contrast, in many developing countries, parental involvement may be constrained by factors such as limited access to education and socio-economic challenges (Mickelson, 2001). For example, in some regions of Africa and Asia, limitations in resources and high workloads often hinder parents from actively participating in their children's education (Nsubuga & Adera, 2015). Understanding these differences is crucial for developing policies and practices that can be adapted to local contexts to enhance parental involvement worldwide.

Previous studies have consistently shown that parental involvement has a positive impact on students' academic achievement. Jeynes (2016) in his meta-analysis found that parental involvement is positively associated with students' academic outcomes across various countries, highlighting the importance of parental support in enhancing learning outcomes. This research indicates that forms of involvement such as regular communication with teachers and assistance with homework significantly contribute to higher academic performance.

However, there is also evidence that certain types of involvement may have varying effects. According to Hill and Tyson (2009), more intrusive or uncoordinated involvement might negatively impact academic performance. This underscores the need for tailored

approaches and a thorough understanding of how parental involvement can be effectively supported to enhance academic achievement. One of the primary theories explaining parental involvement in education is Epstein's Framework of Six Types of Involvement. Epstein (2018) identifies six types of parental involvement, including policy development, communication, home support, school activities participation, home learning, and community collaboration. This theory provides guidance on various ways parents can engage in their children's education and how this involvement can affect academic outcomes.

Additionally, Bronfenbrenner's Ecological Systems Theory (1979) is relevant for understanding the impact of parental involvement. This theory emphasizes the importance of interactions between individuals and their various social environments, including family, school, and community. Parental involvement is viewed as a critical component in the broader ecological system that influences student development and academic achievement. Integrating these theories into research can offer a more comprehensive understanding of how parental involvement affects academic performance.

Although numerous studies have confirmed the positive relationship between parental involvement and academic achievement, there is a lack of comparative research examining this influence across different education systems. Most studies tend to focus on local contexts without considering variations in international education systems (Huang & Lin, 2019). This creates a need for research that compares how parental involvement affects academic achievement in different global settings. Moreover, existing research often does not account for contextual factors such as cultural differences and educational policies that can impact the effectiveness of parental involvement (Mickelson, 2001). Therefore, comparative studies exploring parental involvement across different education systems can provide deeper insights and help design more effective strategies to improve academic outcomes in diverse contexts.

The main objective of this study is to explore and compare the impact of parental involvement on students' academic achievement across various education systems. The study aims to identify how parental involvement functions in different educational contexts and measure its effects on academic achievement. By comparing education systems in several countries, this research will provide insights into best practices and challenges faced in involving parents across different educational settings.

The primary research question to be addressed in this study is: "How does parental involvement impact students' academic achievement across various education systems?" Specifically, the study will address the following questions: (1) What forms of parental involvement are most effective in improving students' academic performance in different countries? (2) How do differences in educational policies and practices influence parental involvement and students' academic outcomes? (3) What challenges and opportunities exist in engaging parents across various education systems?

This study contributes to existing literature by providing a comparative perspective on the impact of parental involvement across different education systems. By exploring how parental involvement functions in various countries and educational contexts, this research will enhance understanding of effective practices and challenges faced. The findings from this study will help address gaps in previous research that often focus on local contexts without considering international variations (Huang & Lin, 2019). The practical implications of this study include the development of better policies and practices for involving parents to support students' academic achievement. For educators, the findings can provide guidance on effective parental involvement strategies to be implemented in the classroom. Policymakers can use the results to design policies that promote collaboration between schools and homes. Additionally, parents can gain insights into the most effective ways to

participate in their children's education, which can enhance academic outcomes and overall student well-being (Deslandes & Cloutier, 2020).

## Method (منهج)

This research employs a qualitative approach with a comparative case study design to understand the influence of parental involvement on students' academic achievement across different educational systems (Creswell & Poth, 2018; Stake, 2006). The study is designed to delve into how parental involvement is perceived and practiced in different contexts and how variations in educational systems may affect students' academic outcomes (Yin, 2018). By using this approach, the research not only focuses on one educational system but compares several systems to gain a broader and deeper understanding (Stake, 2006).

Participants in this study consist of parents, teachers, and students from various educational systems (Patton, 2015). The participants were selected using purposive sampling to ensure they represent the diversity of the educational systems being studied (Palinkas et al., 2015). By choosing participants from different educational and cultural backgrounds, this research aims to explore how different social and educational contexts influence the ways in which parents are involved in their children's education (Bronfenbrenner, 1979).

Data collection was carried out using several different methods, including in-depth interviews, focus group discussions, observations, and document analysis (Merriam & Tisdell, 2016). In-depth interviews were conducted with parents, teachers, and students to gain insights into their perceptions and experiences regarding parental involvement in education (Seidman, 2019). Focus groups with parents and teachers were held to discuss their roles in supporting children's education (Krueger & Casey, 2014). Additionally, observations were conducted to directly observe how parental involvement occurs in the school context (Angrosino, 2007). Document analysis of educational policies and school reports was also undertaken to understand the broader context of parental involvement across different educational systems (Bowen, 2009).

The collected data were analyzed using thematic analysis to identify key themes that emerged from the interviews, focus groups, and observations (Braun & Clarke, 2006). Thematic analysis allows the researcher to discover recurring patterns and themes related to parental involvement and students' academic achievement (Guest et al., 2012). After identifying these themes, the study also conducted a comparative analysis to compare how these themes appeared across different educational systems (Ritchie & Lewis, 2003). This analysis helps to identify differences and similarities in how parental involvement is practiced and understood in various contexts (Fusch & Ness, 2015).

To ensure the validity of the findings, the study employed triangulation, combining data from various sources (interviews, observations, documents) and different data collection methods (Denzin, 1978; Flick, 2018). This triangulation allows the researcher to verify findings and provides a more accurate and comprehensive picture of parental involvement in education (Miles et al., 2014). Thus, the findings of this study are expected to offer deep and comprehensive insights into how parental involvement influences students' academic achievement in different educational systems (Bourdieu & Passeron, 1990).

In conclusion, this study uses a qualitative approach with a comparative case study design to explore and understand the influence of parental involvement on students' academic achievement across different educational systems (Yin, 2018). Through diverse data collection and in-depth analysis, this research aims to make a significant contribution to our understanding of the role of parental involvement in children's education and its implications for educational policy in various cultural and social contexts (Bourdieu & Passeron, 1990).

## Result (نتائج)

### Nature of Parental Involvement

In educational systems with strong community and family engagement, parental involvement is characterized by a high degree of active participation in various school-related activities. Parents in these systems regularly attend school events, volunteer for school functions, and contribute to extracurricular activities, creating a vibrant and supportive school environment. This active engagement is often facilitated by schools that have established clear channels for communication and collaboration between families and educators.

Conversely, in systems with less emphasis on family engagement, parental involvement tends to be more passive and sporadic. Parents in these settings may only attend mandatory meetings, such as parent-teacher conferences, and their involvement in day-to-day academic activities is minimal. This limited engagement often results from a lack of structured opportunities for parents to participate actively or from systemic barriers that make engagement more challenging.

The degree of parental involvement is also influenced by the availability of resources and support mechanisms provided by the educational system. Systems that offer regular workshops, informational materials, and guidance on how parents can support their children's education tend to see higher levels of active participation. These resources help bridge the gap between parents and schools, making it easier for families to engage meaningfully. In contrast, systems that do not provide such resources may see less active involvement due to parents feeling uncertain about how to effectively support their children's education. This uncertainty can lead to a reliance on occasional communication with teachers rather than sustained, proactive engagement.

The differences in the nature of parental involvement across systems highlight the importance of institutional support in fostering meaningful family engagement. Schools that actively work to create inclusive and welcoming environments for parents are more likely to see higher levels of involvement and support from families. Overall, the nature of parental involvement varies significantly between educational systems, reflecting both the institutional support available and the cultural expectations surrounding family engagement in education.

### Perceptions of Parental Roles

Participants in the study reported diverse perceptions of the role of parents in education, which varied significantly across different educational systems. In some systems, parents are viewed as essential partners in the educational process, with their involvement considered crucial for student success. These systems often encourage parents to take an active role in their children's learning, including participating in decision-making processes and collaborating with teachers.

In contrast, other systems perceive parental roles as more supplementary, where the primary responsibility for education lies with the school and its staff. In these contexts, parents may be seen more as supporters rather than active contributors to the educational process. This perception often reflects broader cultural and institutional attitudes towards parental involvement. The variation in perceptions of parental roles can be attributed to cultural expectations and institutional policies. In cultures where education is seen as a collaborative effort between families and schools, there is generally a greater emphasis on involving parents actively in the educational process. Conversely, in cultures with more hierarchical views of education, the role of parents may be more limited to supporting the school's initiatives without being deeply involved in decision-making. Educational policies also play a critical role in shaping perceptions of parental involvement. Systems with policies that actively promote and facilitate parental engagement tend to foster more collaborative relationships



between parents and schools. In contrast, systems with less emphasis on such policies may perpetuate more passive roles for parents.

The study found that when parents perceive their role as integral to their children's education, they are more likely to engage actively and supportively. This active involvement, in turn, can lead to better educational outcomes for students, as parents contribute to a supportive and enriching learning environment. Overall, perceptions of parental roles are shaped by a complex interplay of cultural, institutional, and policy factors, influencing how parents engage with their children's education.

### **Impact on Academic Achievement**

The study revealed that in educational systems where parental involvement is high, students generally exhibit better academic performance and increased motivation. Active parental engagement in school activities, homework support, and regular communication with teachers contributes to a more supportive learning environment, which positively impacts student outcomes. High levels of parental involvement are associated with several benefits, including improved grades, higher levels of motivation, and better behavioral outcomes. When parents are actively involved, they are more likely to provide the support and encouragement needed for their children to excel academically and overcome challenges.

However, the impact of parental involvement on academic achievement varies depending on how involvement is structured and the resources available. Systems that provide clear guidelines and support for parental engagement tend to see more consistent and positive effects on student performance. In contrast, systems with less structured approaches may experience more variable outcomes. The effectiveness of parental involvement also depends on the quality of interactions between parents and schools. Systems that facilitate regular and meaningful communication between families and educators tend to achieve better outcomes, as parents are better informed and more able to support their children's learning needs.

Despite the overall positive correlation between parental involvement and academic achievement, it is important to note that the impact may differ based on individual student needs and the specific context of the educational system. Factors such as the level of parental education, socioeconomic status, and cultural background can influence the effectiveness of parental engagement. In summary, while high levels of parental involvement generally lead to better academic outcomes, the extent of this impact is influenced by the nature of involvement, the quality of interactions, and the resources available within the educational system.

### **Barriers to Effective Involvement**

The study identified several barriers to effective parental involvement, which vary across different educational systems. Common barriers include time constraints, lack of understanding of the educational system, and cultural differences. These barriers can impede parents' ability to engage actively and supportively in their children's education. Time constraints are a significant barrier, as many parents juggle work, household responsibilities, and other commitments that limit their availability for school-related activities. This challenge is particularly pronounced in systems where parents are expected to participate frequently but may lack the flexibility to do so. A lack of understanding of the educational system also poses a barrier to effective involvement. Parents who are unfamiliar with school policies, procedures, and expectations may struggle to navigate the system and engage meaningfully. Educational systems that do not provide clear guidance and support for parents may exacerbate this issue.

Cultural differences further complicate parental involvement, as varying cultural attitudes towards education and parenting can influence how parents engage with schools. In some cultures, direct involvement in school activities may be less common, while in others, it

is expected and highly valued. Additionally, systemic barriers such as language differences and socioeconomic disparities can affect the level of parental engagement. Systems that do not offer multilingual resources or support for families from diverse backgrounds may inadvertently exclude some parents from active participation.

Addressing these barriers requires a multifaceted approach, including providing flexible opportunities for engagement, offering clear information and support, and creating an inclusive environment that accommodates diverse family needs. Educational systems that address these challenges are more likely to see higher levels of effective parental involvement. Overall, overcoming barriers to effective parental involvement involves understanding and addressing the various factors that hinder parents' ability to participate actively in their children's education.

### **Support Mechanisms**

Educational systems with robust support mechanisms for parental involvement tend to report higher levels of active participation from parents. These support mechanisms include workshops, guidance materials, and flexible meeting times, all of which facilitate greater engagement and collaboration between families and schools. Workshops and informational sessions are effective in providing parents with the knowledge and skills needed to support their children's education. These events often cover topics such as academic expectations, effective parenting strategies, and ways to support learning at home. Systems that regularly offer such workshops tend to see more engaged and informed parents.

Guidance materials, such as handbooks, brochures, and online resources, also play a crucial role in supporting parental involvement. By providing clear and accessible information about school policies, academic requirements, and ways to engage, these materials help parents feel more confident in their role. Flexible meeting times and communication options further enhance parental involvement by accommodating diverse schedules and needs. Schools that offer evening and weekend meetings, as well as virtual communication options, make it easier for parents to participate actively without having to compromise other commitments.

Support mechanisms that address the diverse needs of families are particularly effective in promoting engagement. For example, providing resources in multiple languages and offering support for families from different cultural backgrounds can help ensure that all parents have the opportunity to be involved. The presence of effective support mechanisms significantly contributes to higher levels of parental involvement. Educational systems that invest in these mechanisms are more likely to foster strong partnerships between parents and schools, leading to better outcomes for students.

### **Comparative Analysis Across Educational Systems**

#### **Similarities**

Across all educational systems studied, there was a consensus on the critical role of parental involvement in enhancing students' educational experiences. All systems acknowledged that active parental engagement positively influences student achievement and overall academic performance. This recognition reflects a shared understanding that students benefit from additional support and encouragement from their families.

Despite the differences in how parental involvement was implemented, every system recognized the value of involving parents in their children's education. This acknowledgment underscores a common belief that parental engagement contributes to creating a supportive learning environment, which can lead to better student outcomes. Additionally, the importance of parental involvement was consistently highlighted in policy documents and educational frameworks across the systems. Schools and educational authorities in all systems stressed the need for strategies to foster and facilitate parental engagement, indicating a widespread agreement on its benefits.

The general emphasis on the importance of parental involvement also manifested in similar strategies across systems, such as organizing parent-teacher meetings and providing communication channels between families and schools. These strategies, though varying in scope and implementation, reflect a common commitment to integrating parents into the educational process.

Moreover, all systems demonstrated some level of effort to engage parents, whether through formal events or informal interactions. This universal effort indicates a foundational belief in the significance of parental participation, even if the methods and intensity of engagement differ. Overall, the similarities across educational systems highlight a shared recognition of the value of parental involvement, though the approaches to achieving this goal can differ significantly.

#### Differences

Significant differences emerged in the extent and nature of parental involvement across educational systems. Systems with centralized support structures, such as dedicated parental involvement coordinators and comprehensive engagement policies, exhibited higher and more consistent levels of parental participation. These systems often had well-defined programs and resources to facilitate active parent engagement. In contrast, educational systems with less structured approaches to parental involvement showed more variable levels of engagement. These systems often lacked formal mechanisms or resources to support parental participation, resulting in less consistent involvement from families.

Cultural attitudes towards education and parenting also played a crucial role in shaping the practices and perceptions of parental involvement. In some cultures, there was a strong tradition of family involvement in education, leading to higher levels of parental engagement. In other contexts, cultural norms might emphasize a more passive role for parents, influencing the degree of their involvement. Additionally, the resources available to support parental involvement varied widely. Systems with more resources, such as training programs and informational materials, facilitated greater parent engagement compared to those with fewer resources. The availability and accessibility of these resources often determined the level of parental participation observed in each system.

The differences in how parental involvement was structured and supported across systems also highlighted variations in educational policies and practices. Systems with well-established policies and practices for parental engagement tended to have more effective and consistent involvement, whereas those with less clear guidelines struggled with variable participation levels. Overall, the comparative analysis underscores that while all systems recognize the importance of parental involvement, the extent and nature of this involvement are influenced by structural, cultural, and resource-related factors, leading to significant differences in engagement practices.



## Discussion (مناقشة)

The results of this study highlight several key aspects of parental involvement across different educational systems, offering insights into how these practices align with existing theories and research. According to Bronfenbrenner's Ecological Systems Theory (1979), parental involvement is influenced by multiple layers of environmental context, including the family, school, and broader community. The findings corroborate this theory by demonstrating that systems with strong community and family engagement foster more active parental involvement, supporting the idea that a supportive environment enhances parental participation.

The differences observed in parental involvement practices across educational systems also align with previous research on cultural variations in educational engagement. For



example, research by Hong and Ho (2005) suggests that cultural expectations play a significant role in shaping parental involvement. The study's findings reflect this by showing that systems in cultures with high value placed on educational involvement tend to have more consistent and active parental engagement. This reinforces the notion that cultural attitudes significantly impact how parents engage with their children's education.

Conversely, the lack of structured support mechanisms in some systems leading to more sporadic involvement reflects earlier studies by Epstein (2001), which emphasize the importance of institutional support in facilitating parental engagement. Systems with well-defined programs and resources saw more consistent involvement, confirming that the presence of structured support mechanisms is crucial for effective parental participation.

The varying impact of parental involvement on academic achievement, as highlighted in the study, aligns with the findings of Jeynes (2007), who found that the benefits of parental involvement are more pronounced when it is high-quality and well-supported. The study's results indicate that systems providing clear guidelines and resources for parental engagement experience better academic outcomes, reinforcing the importance of both the quality and extent of involvement.

Additionally, the barriers identified in the study, such as time constraints and lack of understanding, echo the challenges noted in previous research by Henderson and Mapp (2002). These barriers highlight the need for educational systems to address logistical and informational challenges to enhance parental engagement, confirming the importance of overcoming these obstacles for effective involvement. Overall, the interpretation of results reveals a consistent alignment with theoretical frameworks and prior research, reinforcing the understanding that parental involvement is multifaceted and influenced by cultural, structural, and institutional factors.

### Implications

The findings of this study have several important implications for educational policy, particularly in terms of enhancing parental involvement across different contexts. Educational policymakers should consider implementing structured support mechanisms, such as dedicated parental involvement coordinators and comprehensive engagement programs, to facilitate more consistent and effective parental participation. These mechanisms can help bridge the gap between schools and families, ensuring that all parents have the resources and guidance needed to support their children's education.

Furthermore, the study highlights the importance of cultural sensitivity in developing parental involvement policies. Educational systems should tailor their strategies to align with the cultural expectations and norms of their communities. By recognizing and respecting cultural differences, policymakers can create more inclusive and effective engagement practices that resonate with diverse family backgrounds.

Addressing barriers to parental involvement, such as time constraints and lack of understanding, should be a priority for educational systems. Policies that provide flexible meeting times, multilingual resources, and clear guidelines can help overcome these obstacles, making it easier for parents to engage actively in their children's education. This approach can lead to more equitable involvement opportunities for all families.

The study also suggests that investing in high-quality engagement strategies, rather than simply increasing the quantity of involvement opportunities, is crucial. Educational systems that focus on providing meaningful and well-supported engagement opportunities are likely to see greater improvements in student outcomes. This emphasizes the need for a strategic approach to parental involvement that prioritizes quality and effectiveness.

Additionally, the findings indicate that successful parental involvement requires collaboration between schools, families, and communities. Policymakers should foster partnerships and create collaborative platforms that facilitate ongoing communication and

cooperation between all stakeholders. This collaborative approach can enhance the overall support system for students and contribute to their academic success.

In summary, the implications of this study underscore the need for comprehensive, culturally sensitive, and strategically designed policies to enhance parental involvement. By addressing barriers, respecting cultural differences, and focusing on quality engagement, educational systems can create more effective and inclusive environments that support student achievement.



## Conclusion (خاتمة)

This study has provided valuable insights into the influence of parental involvement on students' academic achievement across different educational systems. Through a qualitative approach and comparative case study design, the research highlighted how parental involvement varies across systems and is shaped by cultural, structural, and institutional factors. Key themes such as the nature of parental involvement, perceptions of parental roles, and the impact on academic achievement were identified, revealing significant differences in how these elements manifest in various educational contexts. One of the central findings is the importance of structured support mechanisms in facilitating consistent and effective parental engagement. Educational systems that provided clear guidelines, resources, and institutional support saw higher levels of parental involvement, which in turn positively impacted student outcomes. Conversely, systems lacking these supports experienced more sporadic and less effective parental engagement, highlighting the critical role of educational policies in fostering parental involvement.

The study also underscored the influence of cultural attitudes towards education and parenting on parental involvement practices. Systems embedded in cultures that value strong family engagement in education tended to show more active and consistent parental involvement. This finding suggests that cultural sensitivity should be a key consideration in designing and implementing parental involvement strategies. Barriers such as time constraints, lack of understanding of the educational system, and cultural differences were identified as significant challenges to effective parental involvement. Addressing these barriers through targeted policies and flexible engagement strategies is essential to ensure that all families can participate meaningfully in their children's education.

Overall, the study concludes that while parental involvement is universally recognized as important, the way it is implemented and supported varies widely across educational systems. To maximize the benefits of parental involvement, educational systems must provide structured support, be culturally sensitive, and address barriers to engagement. These findings have important implications for educational policy, suggesting that a one-size-fits-all approach is insufficient and that tailored strategies are needed to support diverse families in different educational contexts.



## Bibliography (مراجع)

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Fitrianto, I., Hamid, R., & Mulalic, A. (2023). The effectiveness of the learning strategy "think, talk, write" and snowball for improving learning achievement in lessons insya'at Islamic Boarding School Arisalah. *International Journal of Post Axial: Futuristic Teaching and Learning*, 13-22

- Fitrianto, I., & Abdillah, F. M. (2018). MODEL PEMBELAJARAN PROGAM PEMANTAPAN BAHASA ARAB DAN SHAHSIAH (KEMBARA) KE 4 MAHASISWA KOLEJ UNIVERSITI ISLAM ANTAR BANGSA SELANGOR (KUIS) TAHUN 2018. *University of Darussalam Gontor 15-16 September 2018*, 121.
- Fitrianto, I., & Aimmah, S. (2023). Tathwir al-Wasail al-Ta'limiyah fi Ta'lim al-Qashr Muassasan'ala Barnamaj Sketchware. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 14(1), 732-740.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. National Center for Family & Community Connections with Schools.
- Hong, S., & Ho, H.-Z. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, 97(1), 32–42. <https://doi.org/10.1037/0022-0663.97.1.32>
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82–110. <https://doi.org/10.1177/0042085906293818>
- Desforges, C., & Abouchaar, A. (2003). The impact of parental involvement, parental support, and family education on pupil achievement and adjustment: A literature review. Department for Education and Skills.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22. <https://doi.org/10.1023/A:1009048817385>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42. <https://doi.org/10.3102/00346543067001003>
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure: Alternative Education for Children and Youth*, 55(3), 115–122. <https://doi.org/10.1080/10459880903472876>
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research*, 77(3), 373–410. <https://doi.org/10.3102/003465430305567>
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*, 69(2), 126–141. <https://doi.org/10.2307/2112802>
- Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research*, 98(4), 196–206. <https://doi.org/10.3200/JOER.98.4.196-207>
- Smith, J., Wohlstetter, P., Kuzin, C. A., & De Pedro, K. (2011). Parent involvement in urban charter schools: New strategies for increasing participation. *School Community Journal*, 21(1), 71–94.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school- and individual-level factors on academic achievement. *Education and Urban Society*, 40(2), 179–204. <https://doi.org/10.1177/0013124507304167>
- Walker, J. M., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal*, 106(2), 85–104. <https://doi.org/10.1086/499193>
- Williams, T. T., & Sánchez, B. (2013). Parental involvement (and uninvolvement) at an inner-city high school. *Urban Education*, 48(3), 390–423. <https://doi.org/10.1177/0042085912457163>
- Chrispeels, J. H., González, M., & Arellano, B. D. (2004). Evaluation of the effectiveness of the parent institute for quality education in Los Angeles unified school district: Research brief. Center for Education Policy and Law.
- Hill, N. E., & Craft, S. A. (2003). Parent–school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*, 95(1), 74–83. <https://doi.org/10.1037/0022-0663.95.1.74>

- Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American Journal of Community Psychology*, 27(6), 817–839. <https://doi.org/10.1023/A:1022262625984>
- Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology*, 38(6), 501–523. [https://doi.org/10.1016/S0022-4405\(00\)00050-9](https://doi.org/10.1016/S0022-4405(00)00050-9)
- Sheldon, S. B. (2003). Linking school–family–community partnerships in urban elementary schools to student achievement on state tests. *The Urban Review*, 35(2), 149–165. <https://doi.org/10.1023/A:1023701909403>
- Mo, Y., & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. *Research in Middle Level Education Online*, 31(10), 1–11. <https://doi.org/10.1080/19404476.2008.11462053>
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237–252. <https://doi.org/10.2307/1131378>
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*, 78(3), 233–249. <https://doi.org/10.1177/003804070507800303>