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ORIGINAL RESEARCH ARTICLE

The Influence of Parental Involvement on Student Learning Success: A Quantitative Study at SMAN 01 Punggur Central Lampung

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ABSTRACT

This study aims to determine the influence of parental involvement on the learning success of tenth-grade students at SMAN 01 Punggur, Central Lampung. The family serves as the first and foremost educational environment, making parental engagement a critical factor in children's academic development. This research employs a quantitative approach with a survey method and is categorized as associative research. The population consists of all tenth-grade students, with a sample of 60 students selected using purposive sampling technique. Data collection techniques include closed-ended questionnaires using a four-point Likert scale and documentation of students' academic scores. Data analysis was conducted through simple linear regression using SPSS software. The results show a significant influence of parental involvement on students' learning success, indicated by the coefficient of determination (R^2) value of 0.452. This means that 45.2% of students' learning success is influenced by parental involvement, while the remaining 54.8% is influenced by other factors. The regression equation $Y = 36.17 + 0.59X$ indicates that each one-unit increase in parental involvement improves learning success by 0.59 points. Parents' roles as mentors, motivators, and facilitators have been proven to contribute significantly to supporting students' academic achievement. These findings highlight the importance of active and consistent parental involvement in accompanying the educational process of children, as it can positively impact improving students' academic performance at school.

Keywords: Parental Involvement, Learning Success, Education, Senior High School

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh peran orang tua terhadap keberhasilan proses belajar siswa kelas X di SMAN 01 Punggur, Lampung Tengah. Keluarga merupakan lingkungan pendidikan pertama dan utama, sehingga keterlibatan orang tua menjadi faktor kritis dalam perkembangan akademik anak. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan jenis penelitian asosiatif. Populasi dalam penelitian adalah seluruh siswa kelas X, dengan sampel sebanyak 60 siswa yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data menggunakan angket tertutup dengan skala Likert empat poin serta dokumentasi nilai akademik siswa. Analisis data dilakukan melalui regresi linear sederhana dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan adanya pengaruh signifikan antara peran orang tua terhadap keberhasilan belajar siswa, yang ditunjukkan oleh nilai koefisien determinasi (R^2) sebesar 0,452. Artinya, sebesar 45,2% keberhasilan belajar siswa dipengaruhi oleh peran orang tua, sementara sisanya dipengaruhi oleh faktor lain. Persamaan regresi $Y = 36,17 + 0,59X$ menunjukkan bahwa setiap peningkatan satu satuan dalam peran orang tua meningkatkan keberhasilan belajar sebesar 0,59 poin. Peran orang tua sebagai pembimbing, motivator, dan fasilitator terbukti memiliki kontribusi penting dalam mendukung pencapaian akademik siswa. Temuan ini menggarisbawahi pentingnya keterlibatan aktif dan konsisten dari orang tua dalam mendampingi proses pendidikan anak, karena dapat memberikan dampak positif terhadap peningkatan prestasi belajar siswa di sekolah.

Kata Kunci: Peran Orang Tua, Keberhasilan Belajar, Pendidikan, Sekolah Menengah Atas

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1. INTRODUCTION

Education plays a highly strategic role in the effort to enlighten the nation's life and shape individuals of character, knowledge, and the ability to contribute positively to national development. The quality of education serves as a primary indicator in determining the success of the learning process. Through a quality education system, the transformation of behavior toward a more constructive direction can be realized, both at the individual level and within the broader social context (Kurniati et al., 2021; Meilanie, 2020). The achievement of optimal educational quality cannot be separated from various influencing factors, one of the most significant being the family environment, particularly the role of parents in supporting their children's learning process (Nur, 2016).

The initial educational process experienced by an individual begins early, even from the womb, and takes place within the family as the earliest educational institution that forms the foundation of child development (Lubis et al., 2023). The family is the first environment known to a child, where they receive their primary education from their parents (Erzad, 2018; Putu et al., 2016). Parents bear the responsibility of guiding, nurturing, and caring for their children, all of which are integral parts of the educational process. Every parent naturally hopes that their child will grow into a devoted, honest, courteous individual with a bright future. Therefore, parental involvement in educating and accompanying children in daily life becomes an essential aspect that cannot be overlooked.

The success of education does not depend solely on formal schooling institutions but is also significantly determined by the involvement of parents as primary educators within the family. The family constitutes the first environment that shapes the foundation of child development, both cognitively, affectively, and psychomotorically (Subianto, 2013). Hence, parental involvement in accompanying children's learning at home significantly determines academic success at school. However, reality shows that many parents still pay insufficient attention to their children's education, which negatively impacts their learning outcomes. Parents who neglect their children's educational needs, disregard their interests and requirements in the learning process, and fail to regulate study time effectively potentially hinder their children's academic development.

The role of active parents is a crucial factor in supporting the academic success of students. This is because parents function as the first and foremost educators before children enter the formal educational environment at school to pursue knowledge (Imelda & Tulak, 2021). Parental involvement encompasses various activities and actions that families can undertake to provide support to their offspring in education (Camarero-Figuerola et al., 2020). The lack of parental awareness regarding children's progress and development can also have negative consequences. Therefore, the active role of parents in supporting children's education is essential for improving the quality of learning and overall child development (Asfahani et al., 2024).

Observations at SMAN 01 Punggur, Central Lampung, reveal that many tenth-grade students exhibit varying levels of academic achievement, with some showing declining performance despite attending the same school and receiving similar instruction. Preliminary interviews with several teachers indicated that students with higher academic achievement tended to have parents who were actively involved in their education, while those with lower achievement often came from families with limited parental engagement. This phenomenon aligns with findings from other Indonesian senior high schools, where parental involvement has been shown to contribute significantly to academic success (Setiawan, 2020).

Several previous studies have examined the relationship between parental involvement and student academic achievement. Erdem and Kaya (2020), through a meta-analysis of 55 independent research studies, found that the effect of parental involvement on academic achievement was positive, with parental expectations having the largest effect, while parental control had a negative and small effect. Similarly, a systematic review by Camarero-Figuerola et al. (2020) confirmed that family participation is a protective variable against academic failure, with this relationship being stronger in vulnerable populations and ethnic minorities. Teuber et al. (2023), using self-determination theory, found positive reciprocal relations between autonomy-supportive parental involvement and student achievement at the within-person level.

Research conducted in the Indonesian context has similarly demonstrated the importance of parental involvement. Setiawan (2020) found that the level of parental involvement at a state senior high school in Riau Province was categorized as high, reaching 88.23%. Studies have also shown that the family environment has a positive and significant effect on learning achievement (Lastri et al., 2020), and that parental involvement provides an effective contribution of 45.1% to adolescent academic achievement (Energy of Learning from Home, 2020).

Despite the growing body of research on parental involvement, there remains a gap in understanding how specific parental roles—as mentors, motivators, and facilitators—individually and collectively influence learning success among tenth-grade students in the specific context of Central Lampung, Indonesia. Furthermore, limited studies have quantitatively examined the magnitude of parental influence on learning success using rigorous statistical methods in this particular geographical and cultural setting. The novelty of this research lies in its focus on the three-dimensional conceptualization of parental roles (mentor, motivator, facilitator) and its application to tenth-grade students at SMAN 01 Punggur, a school that has not been extensively studied in the context of parental involvement research.

Based on the background outlined above, the researcher is motivated to conduct this study on the influence of parents on student learning success. Through this research, it is expected to gain a deeper understanding and objective analysis of the relationship between parental involvement and academic achievement. Learning achievement represents the outcome of one's efforts after undergoing the learning process (Novitasari, 2023). Learning outcomes require collaboration among various parties, not only teachers or students but also influenced by facilities, learning completeness, and family factors.

2. RESEARCH METHODS

This research was conducted at SMAN 01 Punggur, Central Lampung, Indonesia. The study employs a quantitative approach, which emphasizes the collection and analysis of numerical data to answer research questions and test previously formulated hypotheses. Quantitative methods are appropriate for this research as the researcher aims to determine the extent of the influence of parental involvement on student learning success, requiring data that can be statistically measured. The type of research used is associative research, which aims to determine the relationship or influence between two or more variables. In this case, the independent variable (X) is parental involvement, and the dependent variable (Y) is student learning success. The method used in this research is the survey method, conducted by distributing questionnaires to respondents as the primary data collection tool. The questionnaire contains statements designed to measure the extent of parental involvement in children's education and the level of learning success achieved by students. Respondents are asked to provide answers based on their actual experiences and conditions (Creswell, 2014; Sugiyono, 2017).

Population and Sample. The population in this study comprises all students at the tenth-grade level of SMAN 01 Punggur, totaling 210 students distributed across seven classes. The sampling technique uses purposive sampling, with 60 students selected based on specific criteria, such as actively participating in the learning process and having parents or guardians living in the same household. Purposive sampling was chosen to ensure that respondents met the criteria necessary for the study's objectives (Etikan et al., 2016; Palinkas et al., 2015).

Research Instrument. The research instrument used is a closed-ended questionnaire with a four-point Likert scale, systematically arranged to measure the level of parental involvement in children's education and student learning outcomes. The Likert scale ranges from 1 (strongly

disagree) to 4 (strongly agree), eliminating the neutral option to encourage respondents to make a definitive choice. The questionnaire consists of 25 items covering three dimensions of parental involvement: as mentor (8 items), motivator (9 items), and facilitator (8 items). The instrument underwent validity and reliability testing to ensure data accuracy and consistency. Validity testing used Pearson Product-Moment correlation, with all items showing r -values above the critical r -table of 0.254 ($n=60$, $\alpha=0.05$). Reliability testing using Cronbach's Alpha yielded a coefficient of 0.872, indicating high reliability ($\alpha > 0.70$). Data collection techniques were conducted through direct questionnaire distribution to respondents, as well as documentation of students' academic scores obtained from homeroom teachers or school officials as indicators of learning success (DeVellis, 2017; Tavakol & Dennick, 2011).

Data Analysis. The collected data were analyzed using simple linear regression techniques to determine the extent of parental involvement's influence on student learning success. Data analysis was performed using SPSS statistical software (version 26.0). Before hypothesis testing, prerequisite tests were conducted, including normality and linearity tests, to ensure the data met the basic assumptions in regression analysis. The normality test used the Kolmogorov-Smirnov method, while linearity was tested using the ANOVA approach. Hypothesis testing employed the t -test to determine the significance of the regression coefficient, with a significance level of $\alpha = 0.05$ (Field, 2018; Hair et al., 2019).

3. RESULTS AND FINDINGS

Overall, the research conducted at SMAN 01 Punggur, Central Lampung, demonstrates that parental involvement has a significant influence on the learning success of tenth-grade students. Based on data collected from 60 respondents, the average parental involvement score reached 78.3, which falls into the high category, while the average student learning outcome score was 82.5, categorized as good. This initial finding indicates a clear alignment between the high level of parental participation in accompanying children's education and satisfactory student academic achievement. However, notable data variation is still observed, with score ranges spanning 52–94 for the parental variable and 65–95 for learning outcomes, suggesting that the intensity of parental engagement and student performance still vary considerably across individual cases.

Prior to hypothesis testing, a series of prerequisite analyses were conducted to ensure the feasibility of the data. The normality test using the Kolmogorov-Smirnov method produced a significance value of 0.200 for both variables, which is far above the critical threshold of 0.05, confirming that the data are normally distributed. Meanwhile, the linearity test confirmed a significant linear relationship between parental involvement and learning success, with a deviation from linearity value of $F = 1.324$ and a significance of 0.187 ($p > 0.05$). The fulfillment of both normality and linearity assumptions validates that the research data meet the basic requirements for analysis using simple linear regression.

The simple linear regression analysis revealed a substantial positive influence of parental involvement on student learning success, evidenced by the coefficient of determination (R^2) value of 0.452. Statistically, this means that 45.2% of the variance in student learning success can be

explained by parental involvement, while the remaining 54.8% is influenced by other factors beyond the scope of this study, such as teacher instructional quality, students' intrinsic motivation, peer influence, and the broader school environment. Furthermore, the correlation coefficient (R) of 0.672 indicates a moderate-to-strong relationship between the two variables, underscoring the substantive practical significance of parental engagement.

The resulting regression equation is $Y = 36.17 + 0.59X$, which provides practical meaning that every one-unit increase in the parental involvement score is associated with a 0.59-point increase in the student learning success score. In other words, the more intensively parents fulfill their roles as mentors, motivators, and facilitators, the higher the academic achievement their children are likely to attain at school. This equation reinforces the notion that interventions aimed at improving the quality of parental engagement represent an effective strategy for boosting student academic performance.

Significance testing via the t-test yielded a calculated t-value of 7.12 with a p-value of less than 0.001, which is far below the 5% significance level (0.05). This value confirms that the influence of parental involvement on student learning success is highly statistically significant, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1), which posits a positive influence. This finding solidifies the conclusion that parental involvement is not a marginal factor but rather a primary determinant of academic success at the secondary education level.

These findings are consistent with various previous studies, such as the meta-analysis conducted by Erdem and Kaya, which found that parental involvement exerts a positive effect on academic achievement, as well as Syafira's study, which reported a coefficient of determination of 46.5% for the influence of the family environment on learning outcomes. The consistency of these results across different regions and time periods demonstrates that the role of the family remains a fundamental pillar within the educational ecosystem. Moreover, this research reinforces Bronfenbrenner's ecological systems theory, wherein the family, as the nearest microsystem, possesses the most dominant direct interactional power in shaping children's behavior and developmental outcomes.

Delving deeper into the specific dimensions of parental roles, the aspect of parents as mentors emerged as the strongest predictor, with a correlation coefficient of 0.581. This role encompasses active assistance with homework, providing additional explanations for challenging subject matter, and structuring organized study schedules. At the senior high school level, where academic content becomes increasingly complex and demands greater student autonomy, parental mentoring serves as a crucial anchor that helps students navigate academic difficulties. This finding simultaneously affirms that parental involvement should not cease at passive supervision but must evolve to include active intellectual participation in the child's learning process.

As motivators, parental involvement exhibited an equally important correlation of 0.523. Moral support in the form of praise, encouragement, and recognition of achievements has been proven to build students' self-confidence and resilience when facing learning challenges. During the emotionally vulnerable adolescent period, the presence of parents as sources of affection and positive reinforcement effectively prevents demotivation and learning burnout. This finding is

supported by the research of Nguyễn and Fathan et al., which stated that motivational support from parents contributes to increasing students' perseverance and maintaining academic performance at optimal levels.

Meanwhile, the role of parents as facilitators displayed the lowest correlation among the three dimensions, at 0.497, yet it still represents a significant relationship. This facilitation includes the provision of learning facilities and infrastructure such as books, stationery, internet access, and comfortable study spaces. In the current digital era, parental guidance in the use of technology becomes particularly crucial, as students may not yet possess the critical skills to filter information appropriately. Although this dimension yielded the lowest correlation, it remains vital because without adequate facilities, efforts in mentoring and motivation would not operate effectively, especially for students from economically disadvantaged backgrounds.

Within the ecological theoretical framework, these findings confirm that parental involvement creates a strong connection between the home and school environments, establishing consistency in the student's overall learning experience. However, it is important to note that 54.8% of learning success is still influenced by other factors, which encompass teachers' pedagogical competence, school management quality, the quality of social interactions within the classroom, and internal student characteristics such as intelligence and learning styles. Therefore, improving the quality of education cannot rely solely on parental involvement but demands a holistic synergy between family, school, and society, as emphasized in national educational policies and various contemporary studies concerning character education and comprehensive student development.

4. DISCUSSION

The findings of this study confirm that parental involvement has a significant influence on student learning success at SMAN 01 Punggur. The coefficient of determination (R^2) of 0.452 indicates that nearly half of the variability in student learning success can be attributed to parental involvement. This result aligns with previous meta-analyses that have consistently demonstrated a positive relationship between parental involvement and academic achievement (Erdem & Kaya, 2020; Ates, 2021). The finding that parental involvement explains 45.2% of learning success is consistent with the study by Syafira et al. (2020), which found a coefficient of determination of 46.5% for the influence of learning interest and family environment on learning outcomes.

The regression equation $Y = 36.17 + 0.59X$ provides a quantitative model for understanding how parental involvement translates into academic outcomes. This finding suggests that interventions aimed at increasing parental involvement could yield meaningful improvements in student achievement. The positive regression coefficient of 0.59 indicates that for every one-point increase in parental involvement score (on a 25-100 scale), student learning outcomes improve by 0.59 points (on a 0-100 scale). This practical significance underscores the importance of parental engagement programs in schools (Wilder, 2014; Jaynes, 2016).

The significant t-test result ($t = 7.12$, $p < 0.001$) provides strong statistical evidence for the influence of parental involvement on student learning success. This finding corroborates the work of Lastri et al. (2020), who found that the family environment has a positive and significant effect

on learning achievement, as well as the study by Setiawan (2020) which categorized parental involvement at Indonesian senior high schools as high. The strength of this relationship in the current study may be attributed to the specific cultural context of Central Lampung, where family values and parental authority remain strong influences on adolescent behavior and academic engagement.

The role of parents as mentors emerged as the strongest predictor of learning success ($r = 0.581$). This finding is consistent with the literature emphasizing the importance of parental guidance in academic matters. As mentors, parents assist with homework, provide explanations for difficult concepts, and help structure study time. This active academic support helps students overcome learning difficulties and develop effective study habits (Epstein & Sheldon, 2006; Hill & Tyson, 2009). Research by Faidy and Arsana (2014) similarly found that parental guidance significantly contributes to student motivation and achievement. The mentoring role becomes particularly crucial at the senior high school level, where academic content becomes more complex and students require additional support to navigate challenging subjects.

Parents as motivators also showed a substantial correlation with learning success ($r = 0.523$). This finding aligns with research by Nguyễn and Nguyễn (2017) and Fathan et al. (2020), who demonstrated that motivational support from parents helps maintain student achievement at optimal levels and increases students' resilience in facing learning challenges. Motivational support includes emotional encouragement, positive reinforcement, and recognition of achievements. When students experience decreased motivation or burnout, the presence of parents as sources of moral support becomes vital. Forms of motivation can include praise, rewards, and constructive direction to encourage improved academic performance. Parental enthusiasm has also been shown to influence student intrinsic motivation toward learning activities (Froiland, 2020).

The facilitator role, although showing the lowest correlation among the three dimensions ($r = 0.497$), remains significantly associated with learning success. This role involves providing learning facilities and infrastructure, including books, stationery, access to educational technology, and a comfortable study environment. In the current digital era, parental guidance in utilizing educational technology is crucial because children may not yet have the critical skills to access information appropriately (Ainiyah, 2017). Previous research has shown that the availability of learning facilities provided by parents has a positive correlation with student academic achievement (Mahaji Putri & Widiani, 2018; Ningsih & Nurrahmah, 2016). This finding highlights the importance of parents in creating an adequate learning environment, especially for students from lower socioeconomic backgrounds who may lack access to educational resources (Tan et al., 2020).

The finding that parental involvement contributes significantly to learning success is consistent with the broader theoretical framework of ecological systems theory (Bronfenbrenner, 1979), which posits that child development is influenced by multiple interconnected environmental systems. The family represents the microsystem closest to the child, and interactions within this system have direct and powerful effects on development. When parents are actively involved in their children's education, they strengthen the connection between the home and school microsystems, creating a more coherent and supportive developmental context. This theoretical

perspective is supported by the systematic review conducted by Camarero-Figuerola et al. (2020), which found that family involvement serves as a protective variable against academic failure, particularly for vulnerable populations.

The three-dimensional conceptualization of parental roles—as mentor, motivator, and facilitator—provides a useful framework for understanding the multifaceted nature of parental involvement. This framework extends beyond simple measures of parental involvement to capture the qualitative aspects of how parents interact with their children in educational contexts. Research by Teuber et al. (2023) using self-determination theory found that autonomy-supportive parental involvement (characterized by encouragement and support without control) was positively associated with achievement at the within-person level. The current study's findings on the mentor and motivator roles align with this autonomy-supportive approach, suggesting that parents who guide and encourage without being controlling are most effective in promoting academic success.

The school context at SMAN 01 Punggur, a public senior high school in Central Lampung, provides an important setting for understanding parental involvement in Indonesian secondary education. Indonesia's education system has undergone significant reforms in recent years, with increasing emphasis on parental and community engagement in schools (Kemdikbud, 2020). However, challenges remain, particularly in rural and peri-urban areas where parents may have lower educational attainment or face economic constraints that limit their ability to be involved. The finding that 54.8% of learning success is influenced by factors other than parental involvement suggests the need for a comprehensive approach to improving student outcomes, including teacher quality, school facilities, peer influence, and student motivation (Subianto, 2013; Kurniati et al., 2021).

The moderate correlation coefficients found for all three dimensions (ranging from 0.497 to 0.581) indicate that while parental involvement is important, it is not the sole determinant of academic success. This is consistent with the meta-analysis by Erdem and Kaya (2020), which found that the effect of parental involvement on academic achievement was positive but small. Other factors such as intrinsic student motivation, teacher quality, peer relationships, and socioeconomic status also play significant roles. Research by Tan et al. (2020) further demonstrated that the academic benefits of parental involvement are stratified by parental socioeconomic status, suggesting that the effectiveness of parental involvement may vary depending on family resources and circumstances.

The finding that the mentor role had the strongest correlation with learning success may reflect the specific needs of tenth-grade students who are transitioning to more advanced academic content. At this developmental stage, students require more structured academic support as they encounter new subjects and increased academic demands. Parents who actively engage in mentoring their children—helping with homework, explaining concepts, and monitoring study habits—provide the scaffolding that enables students to succeed in more challenging coursework. This finding has practical implications for schools seeking to engage parents more effectively: programs that equip parents with strategies for academic mentoring may be particularly beneficial (Hill & Tyson, 2009; Wilder, 2014).

The significant role of parents as motivators underscores the importance of emotional and psychological support in academic achievement. Adolescence is a period of significant emotional and social development, and students may experience anxiety, stress, or low self-confidence that affects their academic performance. Parents who provide consistent encouragement, recognize their children's efforts, and help build academic self-efficacy contribute to students' psychological resources for learning. Research on perceived parental involvement as a predictor of academic achievement and academic self-efficacy has confirmed this relationship (Perceived Parental Involvement as a Predictor, 2020). Schools and policymakers should consider how to support parents in developing effective motivational strategies that foster rather than undermine student autonomy.

The facilitator role, while showing the lowest correlation, remains practically significant. In the Indonesian context, where digital divides and economic disparities persist, access to learning resources can be a significant barrier to academic success. Parents who provide necessary learning materials, create a conducive study environment, and ensure access to educational technology enable their children to engage more fully with academic content. However, the relatively lower correlation may reflect that facilitation alone, without active mentoring and motivation, is insufficient to drive academic success. This finding suggests a hierarchical relationship among the three roles: facilitation provides the necessary foundation, but mentoring and motivation are needed to translate resources into achievement.

The implications of this study extend to educational policy and practice. Schools should develop programs that actively engage parents in their children's education, recognizing the multidimensional nature of parental involvement. Parent education programs that help parents develop mentoring, motivational, and facilitation skills could be particularly effective. Schools might also consider implementing home-school communication systems that keep parents informed about their children's progress and provide guidance on how they can support learning at home. Such interventions have been shown to be effective in increasing parental involvement and improving student outcomes (Epstein & Sheldon, 2006; Jeynes, 2016).

The study's findings also highlight the need for further research on the mechanisms through which parental involvement influences academic achievement. While this study demonstrates a significant association, the correlational design limits causal inferences. Future research could employ longitudinal designs to examine the reciprocal relationships between parental involvement and student achievement over time, as recommended by Teuber et al. (2023). Additionally, qualitative research could provide deeper insights into how parents in the Central Lampung context understand and enact their roles as mentors, motivators, and facilitators.

The cultural context of Central Lampung, with its strong emphasis on family and community values, may influence the patterns of parental involvement observed in this study. In collectivist cultures, parental involvement may take different forms than in individualist cultures, with greater emphasis on family honor and collective achievement. The high level of parental involvement found in this study (mean score of 78.3) may reflect cultural norms that prioritize education and family support. However, the variation in parental involvement scores (ranging from 52 to 94) also

indicates significant heterogeneity, suggesting that individual family factors beyond cultural norms influence the extent of parental engagement.

Finally, this study contributes to the growing body of research on parental involvement in Indonesian education. While international research has extensively documented the importance of parental involvement, less attention has been paid to the specific cultural and institutional contexts of Indonesian senior high schools. This study provides empirical evidence from a specific school context that can inform local educational policies and practices. The finding that parental involvement explains 45.2% of learning success underscores the need for schools and policymakers to prioritize family engagement as a key component of educational quality improvement efforts.

5. CONCLUSION AND SUGGESTIONS

Based on the results of the research conducted at SMAN 01 Punggur, Central Lampung, it can be concluded that parental involvement has a significant influence on student learning success. High parental involvement in accompanying children's learning, whether as mentors, motivators, or facilitators, has been proven to provide a positive contribution to improving student academic achievement. The regression analysis results showed that 45.2% of student learning success is influenced by parental involvement, while the remaining 54.8% is influenced by other factors. The regression equation $Y = 36.17 + 0.59X$ indicates a positive linear relationship, where each unit increase in parental involvement improves learning success by 0.59 points. Among the three dimensions of parental roles, the mentor role showed the strongest correlation with learning success ($r = 0.581$), followed by the motivator role ($r = 0.523$), and the facilitator role ($r = 0.497$).

These findings confirm that parental involvement is not merely a supplementary factor but a significant determinant of student academic success at the senior high school level. The study underscores the importance of active and consistent parental participation in the educational process of children, as it can positively impact improving student learning achievement at school. The three-dimensional framework of parental roles—as mentor, motivator, and facilitator—provides a useful model for understanding how parents can effectively support their children's education. For schools and policymakers, these findings emphasize the need to develop programs and policies that actively engage parents in the educational process, recognizing that parental involvement is a critical component of educational quality that can be enhanced through systematic intervention and support. Future research should employ longitudinal designs to examine causal relationships and explore the specific mechanisms through which different forms of parental involvement influence academic outcomes in the Indonesian context.

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