



Increasing student engagement through parent involvement

Balqis Salma Labibah¹, Adnani Budi Utami², Sayidah Aulia Ul Haque³

^{1,2,3}Faculty of Psychology, University of August 17, 1945 Surabaya, Indonesia

ARTICLE INFO

Article history:

Received Jan 4, 2025

Revised Jan 10 2025

Accepted Jan 22, 2025

Keywords:

Academic
Education
Parental Involvement
Quality of Learning
Student Involvement

ABSTRACT

Education is an effort made intentionally to improve the quality of human resources by motivating and accommodating student learning activities. Students who are active in learning at school are needed as a form of smoothness in the learning process to obtain optimal learning outcomes. This study aims to determine whether there is a relationship between parental involvement and student involvement. Sampling using population study techniques, namely taking the entire population as research respondents. The results of the normality test of the distribution on the scale of parental involvement with student involvement against the One-Sample Kolmogorov Smirnov Test obtained sig 0.200 at $p = (p > 0.05)$ meaning that the scale of parental involvement with student involvement is normally distributed. Based on the analysis of the hypothesis test using product moment correlation, it produces an r_{xy} value = 0.321 with a significance value of 0.000 ($p < 0.01$) which indicates that there is a very significant positive relationship between parental involvement and student involvement. This means that the more positive the parental involvement, the higher the student involvement.

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



Corresponding Author:

Balqis Salma Labibah,
Faculty of Psychology,
University of August 17, 1945 Surabaya,
Jl. Semolowaru No.45, Surabaya, 60118, Indonesia,
Email: balqissalmaalabibah19@gmail.com

INTRODUCTION

Education is an effort made intentionally to enrich more competent human resources through motivational encouragement and accommodating student learning activities (Pratiwi et al., 2024). Referring to Law Number 20 of 2003 concerning the National Education System, Chapter 1 Article 1 Paragraph 1 defines education as a struggle carried out in an organized manner in order to build a conducive atmosphere for students to be able to support smooth learning and actively develop their potential to have good self-control, intelligent intellectuality, noble morals so that they are useful for the nation and state (Tambun, 2020). The younger generation is referred to as an agent of change so that it has an important role in the advancement of Indonesian education (Alvira et al., 2021). To create a superior generation, student involvement is needed in achieving learning success at school. Students who study actively at school are needed as a form of fluency to improve student learning assessment results at school in order to achieve good grades (Ridho Putra Saleh & Masitah, 2022).

Student engagement is an action taken by students through their activeness at school by doing assignments and coming to school on time, so that the behavior carried out by students can be assessed through the results of observations of their daily lives at school (Fredricks et al., 2004). Students who have good student engagement can be seen from three characteristics, namely: students have good behavior in honing their abilities, students have positive emotions during the learning process, and students are able to actively participate during the learning process (Fredricks et al., 2004). Facts on the ground show that student achievement is not always ideal. Many students still have problems with special supervision from the government such as lack of facilities available at school, problems of juvenile delinquency and dropping out of school by students. In accordance with the results of data from the Central Statistics Agency, the March 2023 National Economic Survey (Susenas) Report inputted data that there were 0.98% included in the number of students who decided to take steps not to continue their education to junior high school level; also 1.03% included in the number of students who decided to take steps not to continue their education to high school level (Susenas, 2023). Unicef (2021) explains that as many as 32% of junior high school students experience bullying.

This condition is very contrary to the characteristics that have been explained by (Fredricks et al., 2004) about good student involvement in students. There needs to be a solution to be able to increase student involvement in students in the Pesisir area by considering factors that can have an impact on student involvement. Several factors that can influence student involvement above In this study, the researcher took one focus from the factors above according to (Fredricks et al., 2004) the factors that come from parental involvement with involvement that comes from parents to children. Parental involvement is the involvement of parents in providing education to children, which does not only focus on teaching and learning activities, but parental involvement also invites children to understand the emotional and personal aspects of themselves well (Greenwood & Hickman, 1991). Regarding the positive impacts that can arise from parental involvement in children, namely children will become students who excel by getting good academic grades, this can also shape children's character and make students wiser in making decisions. While the negative impact of the lack of parental involvement in children's education can trigger students to become easily stressed, have no self-motivation, and are not interested in participating in learning (Nurholishoh Y, 2022).

Previous research also states that there is a positive relationship between parental involvement and students at school, namely in research conducted by (Kriswati et al., 2023) who explained in his research that increasingly positive parental involvement will encourage students to become more independent which supports high student engagement. Parental involvement in students can support students to succeed academically because students will have high ideals by behaving positively when students have parents who have extensive knowledge, support, and good involvement (Salac & Florida, 2022). There is a difference with previous researchers who discussed the relationship between parental involvement and student engagement, making researchers want to know more about the relationship between parental involvement and student engagement. This makes the relationship between parent involvement and student engagement at MTS Al-Fatah Tlocor unique compared to other educational contexts because parent involvement at MTS Al-Fatah Tlocor is able to provide moral and religious aspects to children compared to academics alone, in addition, student engagement in this school tends to be influenced by spiritual values and religious motivations of students which are unlikely to be found in other public schools, as well as geographical and socio-economic factors there also make this relationship different from the educational context in urban areas or modern schools.

RESEARCH METHODOLOGY

The research method used in this study is a quantitative method through a survey approach. Using a quantitative method through a survey approach because the purpose of this study is to test the hypothesis of the relationship between variables so that it is more appropriate to use a quantitative approach so that the measurement results obtained objectively through data in the form of numbers that are analyzed statistically. This study aims to determine whether or not there is a relationship between parental involvement and student involvement and to analyze the relationship between the two variables in students. The population of this study involved all students at MTS Al-Fatah Tlocor who were also used as research samples. The sampling technique uses a population study, namely involving the entire population in the study to obtain relevant results.

Data collection in this study was carried out by distributing a structured questionnaire consisting of a number of statements about the scale of parental involvement and the scale of student involvement. The measuring instrument used in this questionnaire uses a Likert scale, namely there are four answer choices, starting from the answer "Strongly Agree" to "Strongly Disagree". The data that has been collected is calculated by analyzing the results of the answers using descriptive statistical methods to be able to determine the distribution of data using linear regression analysis to determine the effect of parental involvement and student involvement on students. To carry out this analysis, validity and reliability tests are used to ensure that the questionnaire used is valid and consistent. The results of this study are expected to provide a clear picture of the relationship between parental involvement and student involvement on students, as well as provide strategic solutions to improve children's learning achievement at school.

Data presentation is done using tables, graphs, and narrative descriptions to describe the findings clearly and in a structured manner, making it easier for readers to understand the pattern of relationships between parental involvement, student involvement, and student learning achievement. This presentation technique includes grouping data according to certain categories, such as the level of parental involvement and strategic student involvement in schools. Drawing conclusions is done through analysis of patterns that emerge from the data that has been presented, using inductive and deductive methods. This process aims to identify relationships between research variables, by comparing findings with relevant theories, and producing conclusions that are in accordance with the research objectives. This systematic approach is able to provide valid and accurate research results, and is able to provide positive and significant contributions to understanding the impact of parental involvement and student involvement on student learning achievement.

RESULTS AND DISCUSSIONS

Before conducting the analysis, validity and reliability tests will be conducted to ensure that the questionnaire used has met the requirements and is stable. Table 1 and Table 2 present the results of the validity and reliability tests.

Table 1. Student engagement item validity test results

Variables	Instrument Item	Total Correlation	Results
	Table-r		
Student Engagement	0.742	0.3	Legitimate
Parent Involvement	0.661	0.3	Legitimate

Referring to the results of the validity test in Table 1 above, it can be seen that the calculation value of each variable is >0.3 , so it can be concluded that all variable indicators in this study are declared valid (Azwar S, 1994).

Table 2. Reliability test results

Variables	Alpha Cronbach	The amount of goods	Results
Student Engagement	0.929	38	Reliable
Parent Involvement	0.705	48	Reliable

Referring to the results of the reliability test in Table 2 above, it can be seen that the Cronbach's Alpha value when the dropped item was deleted was >0.6 , thus it can be concluded that all variable indicators in this study are declared reliable (Azwar S, 1994).

Normality Test

Normality testing is carried out to determine whether the data obtained has values that can be distributed normally. The results of the normality test are presented in the following table 4:

Table 3. Normality test results

Variables	One - Example of Kolmogorov Smirnov Test		Information
	N	Asymptomatic Sig. (2-tail)	
Parent involvement - Student involvement	129	0.200	Normal

The results of the normality test of the distribution of the parental involvement scale with student involvement against the One-Sample Kolmogorov Smirnov Test obtained a sig of 0.200 at $p = (p > 0.05)$ so that it can be assumed that the results of the distribution of the parental involvement scale with student involvement are normally distributed.

Linearity Test

The main purpose of the analysis using the Linearity Test is as an initial step to evaluate data patterns, to find out whether the data follows a linear pattern, if the significance value is more than 0.05 then there is a significant linear relationship between the independent variable (X) and the dependent variable (Y), and vice versa. The results of the linearity test analysis are presented in the following table:

Table 4. Linearity test results

Variables	F	Signature	Information
Parent Involvement - Student Involvement	1.120	0.327	Linear

The results of the linearity test show that the relationship between the parental involvement variable and the student involvement variable produces a significance value of 0.327 ($p > 0.05$) which indicates a linear relationship between the parental involvement variable and the student involvement variable.

Correlation Coefficient and Determination Coefficient

The results of the correlation test show a coefficient value of 0.321 which indicates a weak positive relationship between the two variables. This means that if one variable increases, the other variable also tends to increase, although the influence between the two is not too strong. The more positive the parental involvement, the higher the student involvement, and vice versa, the more negative the parental involvement, the lower the student involvement.

Hypothesis Testing

Hypothesis testing uses product moment because the parental involvement variable and the student involvement variable are stated to be parametric from the results of the normality test. So to test the hypothesis, it is necessary to use a correlation test using product moment. As seen below:

Table 5. Product moment test results

Variables	rx _y	Signature.	Information
Parent Involvement - Student Involvement	0.321	0.000	Very important

Hypothesis test analysis using processed product moment correlation produces a value of $rx_{y} = 0.321$ with a significance value of 0.000 ($p < 0.01$) which indicates that there is a very significant positive relationship between parental involvement and student involvement.

Table 6. Results of the student involvement scale categorization test

Category	Hose	Amount
Tall	>150	26
At the moment	128-150	70
Low	<128	33
TOTAL		129

The calculation results can be explained that the high category score is at > 150 , the medium category is in the range of 128 to 150, while the low category is below < 128 . Referring to the table, the researcher grouped the total score of each participant into the relevant category. A total of 26 students showed a high level of student engagement, 70 students were at a medium level of student engagement, and 33 students had a low level of student engagement.

Table 7. Results of the parental involvement scale categorization test

Category	Hose	Amount
Tall	>201	1
At the moment	166 - 201	63
Low	<166	65
TOTAL		129

The calculation results can be explained that the high category score is in the range of >201 , the medium category is in the range of 166-201 while the low category is in the range below <166 . Based on the table, the researcher groups the total score of each participant into relevant categories. A total of 1 student has a high level of parental involvement, 63 students have a moderate level of parental involvement, and 65 students have a low level of parental involvement.

The results of this study are in line with research conducted by (Nurholishoh Y, 2022) which explains that parental involvement is one of the factors that can influence students by providing positive and negative impacts. The positive impact that can arise from parental involvement in children is that children will become high-achieving students by getting good academic grades, can also shape children's character, and make students wiser in determining their career decisions for the long term. The negative impact of the lack of parental involvement in children's education can trigger students to become easily stressed, unenthusiastic, and uninterested in participating in learning. Research conducted by (Kriswati et al., 2023) explains in its research that the more positive the involvement of students' parents, the better the students will be in having independence so that they can support high student involvement. Parental involvement that can be given to children such as parents providing encouragement in helping

children with schoolwork, accompanying children to study at home, and being able to help children understand the difficult situations they are experiencing. Parental involvement in students can support students to achieve success in academics because students will have high ideals by behaving positively if students have parents who have extensive knowledge, support, and good involvement. This is needed to increase students' enthusiasm for learning so that students are more attached to their school. Student involvement can influence students in having a view of their future.

CONCLUSION

Based on the results of the study discussing the relationship between parental involvement and student involvement, it can be concluded that there is a relationship that shows a positive correlation for the variable of parental involvement with student involvement in students. This means that the more positive the parental involvement, the higher the student involvement. The very significant results between parental involvement and student involvement indicate that the hypothesis in this study has been answered, namely from the relationship between parental involvement and student involvement there is a positive and significant relationship, only this correlation does not have a very strong influence from the results of the product moment test. The results of the two variables have a low positive relationship, meaning that if one variable increases, the other variable also increases. The influence of one other variable is not too strong, which is obtained from the interval coefficient value.

This study confirms the importance of parent involvement in increasing student engagement. It is hoped that further researchers will be able to explore the relationship between student engagement and other relevant variables, such as examining the relationship between student learning motivation and teacher support. Further research can also examine how socioeconomic factors and parental education levels affect involvement patterns, as well as further deepen research on whether such involvement can have an impact on student motivation and achievement at various levels of education.

ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to all parties who have provided support in the process of completing this research. His deepest gratitude is conveyed to the University of 17 August 1945 Surabaya for the facilities and guidance provided during this research. His deepest gratitude is also conveyed to the supervisor for the direction, input, and support that are very meaningful in the preparation of this journal. His deepest gratitude is conveyed to MTS Al-Fatah Tlocor who has taken the time and provided the data needed for this research.

References

- Ali, S., & Hassan, S. (2018). *Factors influencing student engagement in higher education: A literature review*. *Journal of Education and Practice*, 9 (7), 29-35. <https://doi.org/10.7176/JEP>
- Alvira, S., Furnamasari, FY, Dewi, A. Dewi. (2021). The importance of civic education for the younger generation as agents of change. *Tambusai Education Journal*, 5.
- Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A.L. (2006). *Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument*. *Journal of School Psychology*, 44 (5), 427-445. <https://doi.org/10.1016/j.jsp.2006.04.002>
- Appleton, J.J., Christenson, S.L., & Furlong, M.J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in Schools*, 45 (5), 369-386. <https://doi.org/10.1002/pits.20303>
- Arikunto, Suharsimi. (2010). *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta.

- Axelson, R. D., & Flick, A. (2010). Defining student engagement. *Change: The Journal of Higher Education*, 43 (1), 38-43. <https://doi.org/10.1080/00091383.2010.533096>
- Azwar, S. (2011). *Research methods*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2012). *Research methods*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2013). *Research methods*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2017). *Research methods*. Yogyakarta: Pustaka Pelajar.
- Azra, A. (1999). *Islamic Education: Tradition and Modernization Towards the New Millennium*. Jakarta: Logos Wacana Ilmu.
- Central Bureau of Statistics. (2023). *National Economic Survey (Susenas) March 2023*. Jakarta: Central Bureau of Statistics.
- Bowlby, J. (1951). *Maternal care and mental health*. Geneva: World Health Organization.
- Bronfenbrenner, U. (1979). *The ecology of human development: An experiment in nature and design*. Harvard University Press.
- Chowa, N.A. Gina., Masa, D.R., Tucker, J. (2020). *The impact of parental involvement on academic achievement of Ghanaian adolescents: Testing measurement and relationships using structural equation modeling*. *Child and youth services review*.
- Connell, J. P., & Wellborn, J. G. (1991). *Competence, autonomy, and relatedness: A motivational analysis of self-system processes*. In M. R. Gunnar & L. A. Sroufe (Eds.), *Self-processes and development* (pp. 43-77). Lawrence Erlbaum Associates, Inc.
- Davidson, A.L., & McMurray-Schwarz, P. (2015). *Engaging students in the classroom: Two key indicators of student engagement*. *Journal of Educational Psychology and Practice*, 11 (2), 45-55.
- Dedy, S. (2020). *The influence of parental education on children's academic potential*. Jakarta: Pustaka Pelajar.
- Epstein, J.L. (2006). *Perspectives on family, school, and community partnerships*. In *Handbook of Parenting* (Vol. 5, pp. 109-143). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fredricks, A. Jennifer. (2004). *School Engagement: A Potential Concept in the State of the Evidence*. *Review of Educational Research*, 74.
- Greenwood, E. Gordon., Hickman, W. Catherine. (1991). *Research and practice in parent involvement: Implications for teacher education*. *Elementary School Journal*, 91.
- Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler, A. (2005). A measure of student course engagement. *Journal of Educational Research*, 98 (3), 184-191. <https://doi.org/10.3200/JOER.98.3.184-192>
- Hasbullah. (2006). *Basics of educational science*. Jakarta: Raja Grafindo Persada.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle schools: A meta-analytic assessment of strategies that promote achievement. *Developmental Psychology*, 45 (3), 740-763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, KV, & Sandler, HM (1995). Parental involvement in children's education: Why does it matter? *Teachers College Record*, 97 (2), 310-331.
- Hornby, G. (2005). *Increasing parental involvement*. London: Continuum.
- Hurlock, E.B. (1980). *Developmental psychology*. New York: McGraw-Hill.
- Jannah, R. Mitha., Jainudin. (2019). *Peer attachment and student involvement in Islamic boarding school students*. *Journal of Psychological Research*, 10.
- Kartono, K. (1985). *Child psychology*. Jakarta: Rajawali Pers.
- Ministry of Education and Culture. (2021). *The role of parents in learning programs*. Directorate of Early Childhood Education.
- Krisnawati, M., Patmisari., Hidayat, S. (2023). *The influence of learning motivation and parental involvement on students' independent attitudes as a profile of Pancasila learners*. *Edukatif: Journal of Educational Sciences*, 5.
- Lubis, MF (2021). *Family education and its role in children's education*. Jakarta: Rajawali Press.
- Nazir, M. (2005). *Research methods*. Bogor: Ghalia Indonesia.
- Nugroho, A. (2022). *Quantitative and qualitative research methods*. Jakarta: Rajawali Pers.
- Nurholishoh, Y. (2022). *Increasing the role of parents in guiding children to study at home*. *Didactics: Journal of Elementary School Teacher Education*, Faculty of Teacher Training and Education, Mandiri University, 08.
- Reeve, J., & Tseng, C. M. (2011). *Agency as the fourth aspect of student engagement during learning activities*. *Contemporary Educational Psychology*, 36 (4), 257-267. <https://doi.org/10.1016/j.cedpsych.2011.05.002>

- Salac, M. Ladylyn., Florida, U. Jonathan. (2022). *Epstein's model of parental involvement and students' academic achievement*. *European Online Journal of Natural and Social Sciences*, 11.
- Saleh, PR, Masitah, W. (2022). Application of active, innovative, creative, effective and enjoyable learning strategies (Paikem) in the subject of Al Islam Kemuhammadiyah at SMP Muhammadiyah 02 Medan. *Edumaniora: Journal of Education and Humanities*, 01.
- School Development Outreach. (2023). *Report on education issues in Indonesia*.
- Skinner, E. A., & Belmont, M. J. (1993). *Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year*. *Journal of Educational Psychology*, 85 (4), 571-581. <https://doi.org/10.1037/0022-0663.85.4.571>
- Soetopo, H., & Soemanto, W. (1982). *Education and Child Development*. Jakarta: Rineka Cipta.
- Sumitro. (1998). *Introduction to educational science*. Jakarta: Ghalia Indonesia.
- Tambun, EI, Sirait, G., Simamora J. (2020). Analysis of Law Number 20 of 2003 concerning the National Education System Including Chapter IV Article 5 concerning the Rights and Obligations of Citizens, Parents, and the Government. *Vision of Social Science and Humanities Education*.
- Trowler, V. (2010). *Literature review of student engagement*. York: Higher Education Academy.
- Ulwan, A. (1981). *Children's education in Islam*. Jakarta: Bulan Bintang.
- UNICEF. *Bullying among Junior High School Students: Findings and Recommendations*. 2021.
- Zhang, S., & McNamara, D. S. (2018). Factors influencing student engagement in higher education: A case study. *International Journal of Educational Research*, 90, 11-19. <https://doi.org/10.1016/j.ijer.2018.06.001>
- Zurriyati, E., Mudjiran. (2021). Contribution of parental attention and learning motivation to student engagement in learning (*Student Engagement*) in Elementary Schools. *Basicedu Journal*, 5.