



Parental Involvement and Students' Motivation in Learning English

Queen Yumeko Zalvykha Sampelan¹, Virginia Gabrella Sengkey²

1queensampelan@gmail.com, 2virginia.sengkey@unklab.ac.id

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Klabat, Minahasa Utara, Sulawesi
Utara

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Abstract

Nowadays, many parents seem unaware of how their involvement is related to their children's motivation to learn English. Hence, this study determined the level of parental involvement, the level of students' motivation in learning English, and the correlation between parental involvement and students' motivation in learning English. This study used quantitative designs. The instruments of this study were questionnaires adapted from Ekiz and Kulmetov (2015) and Amin, Juriah, and Isa (2001) for measuring parental involvement and an adapted questionnaire for students' motivation from the Attitude/Motivation Test Battery (2005). This study was conducted to 52 grade 10 - 12 Science students at a private school in Balikpapan enrolled in the first semester of the academic year 2021/2022. The results showed that parental involvement was moderate (M= 3.38). Specifically, parental involvement in terms of parents as motivators was high (M=3.55), while parents as educators (M=3.34) and parents as facilitators (M=3.12) were moderate. Moreover, the results showed that students' motivation in learning English was high (M=3.82). Specifically, intrinsic motivation was high (M=4.17) and extrinsic motivation was moderate (M=3.40). Lastly, it was found that there was a significant correlation between parental involvement and students' motivation in learning English as the results show $p=.000 < 0.005$, $r=.537$. Therefore, it is recommended that parents be more involved so students can be more motivated in learning English.

Keywords: *Parental Involvement; Students; Motivation; Learning English*

Introduction

Education is an important thing that everyone must consider. This is because education can help learners become better individuals and have knowledge that will be useful (Mangaha, 2020). In other words, education allows individuals to be better at everything. Education does not just happen in schools; instead, education starts in the household because the first school for children is at home. Furthermore, as education begins in the household, it continues progressively. Parents are the first teachers in the family to provide essential and valuable lessons such as respect and self-control in guiding children throughout their lives. Therefore, the influence exerted in the household significantly influences the lives of children. Parents should be aware of their roles in their children's education. Thus, the education given at home should not be neglected (White, 2001). This is because, at home, children can learn valuable lessons that will be useful for the future. Education is not only done in school, known as formal education; informal education is also the learning process carried out at home or in the community.

Some previous studies results showed problems in regards to parental involvement. For instance, Liniarti (2019) researched SMPN 06 Kaur and found low parental involvement. Similarly, a study conducted by Sari (2017) found that the parental involvement at SMP Negeri 3 Palembang in grade 8 was low. Moreover, Bouy (2013) discovered that students with low parental support scored significantly lower than students with high parental support on both intrinsic and extrinsic motivation. Furthermore, it was found that students with high parental support scored substantially higher on motivation than those students with low parental control. This shows that parental involvement can help students to be more motivated in their learning. In addition, Ahmad et al. (2017) found that parental involvement was positively related to achievement motivation. Thus, the problem of having low parental involvement needs to be considered as it is related to students' learning. Therefore, parental involvement significantly affects the educational process of the children.

Furthermore, another problem of this study is that students lack the motivation to learn English, resulting in poor academic achievement. Wahyuningsih (2011) argued that the low motivation of learning experienced by students would harm students' achievement in the learning process. In other words, when students are not motivated to learn English, they will be slow or not complete the task their teacher gave on time. Moreover, they may become lazy in learning activities, especially English, and indifferent to the teacher. Baktiningtyas (2011) found that students who have low motivation will have difficulty learning because students do not have the determination to learn, resulting in problems dealing with the tasks

given. The students do not have confidence in doing assignments. Therefore, students must be motivated to achieve the demands and goals of the learning English process.

There are previous studies related to students low motivation. For instance, a study done by Marnina (2018) found that students' motivation at SMP BP AL-Munawaroh in learning English was low, with a total score of 14.29%. Another study by Baktiningtyas (2011) similarly found that at SMP N 2 Rembang, the students' motivation in learning was low. Syahrani, Bahari, and Rustiyaro (2015) conducted another study in Pontianak at Santun Untan High School and found that the students had low motivation. Similarly, a study conducted at Sebelas Maret University by Syahrozi et al. (2018) found that the average of students motivation is 45.18% which showed that students' motivation in learning English is low. Thus, this low motivation of students that different researchers found conducted at various places needs to be further considered to determine what factors are closely related to their motivation to learn English.

Furthermore, regarding parental involvement and students motivation in learning English, several researchers have found some incompatible discoveries between parental involvement and students motivation in learning English. In addition, a study conducted by Rahman et al. (2017) found that parental influence is closely related to students' motivation to learn English at Sekolah Menengah Kebangsaan Lepar Utara. It is interesting to find out that parental involvement significantly correlates with students motivation in learning. The study by Martinez (2015) in central California found no significant correlation between parental involvement and students' motivation to learn English. Therefore, since several studies found a significant correlation between the two variables, and yet there is also a researcher who found no significant correlation between the two variables, the researchers were interested in investigating this inconsistency. In addition to that, since the previous studies were mostly conducted abroad, the researchers wanted to see whether the same results would be obtained if a similar study were conducted in Indonesia, especially in Balikpapan.

Moreover, some problems are related to the variables understudy found at a private school in Balikpapan. Based on the results of the researchers' observations, it was found that there was an indication of a lack of parental involvement in students learning activities that made students less motivated in learning English. Also, after one of the researchers interviewed the English teacher at the school understudy, it was said that students had low motivation due to several factors. One of the factors could be the lack of parental involvement in students learning. Hence, based on the problems stated, and after analyzing the problems associated with these two variables, the researchers aimed to identify the correlation between parental involvement and students' motivation in learning English. Also, this study aimed to see parental involvement levels and motivation in learning English.

Method

The researchers collected and analyzed the data statistically from the questionnaire shared with students. And also, for the data analysis, the researchers used one of the statistical tools available. This study used the descriptive method. Descriptive research systematically describes an event that is factually, accurately, and specifically (Kasmirah, 2018). Moreover, this study is also correlational research. Thus, this study used descriptive and correlational research to describe parental involvement and students' motivation to learn English and the correlation between the two variables under study.

The respondents of this current study were the high school students of one of the private high schools in Balikpapan registered in the first semester of the 2021/2022 academic year. The researchers took the entire population which consisted of 52 students from grades 10 Science, 11 Science, and 12 Science. The sampling technique that was used in this study was purposive. The questionnaire has 22 questions divided into two parts. The first part measured parental involvement, consisting of 11 questions and the second was to measure students' motivation in learning English with 11 items.

Results

What is the Level of Parental Involvement?

Table 1. Level of Parental Involvement

	N	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement	52	2	5	3.38	.557
Parent as Motivator	52	2	5	3.55	.752
Parents as Educators	52	2	4	3.34	.645
Parents as Facilitators	52	1	5	3.12	.787
Students Motivation	52	2	5	3.82	.553
Intrinsic Motivation	52	2	5	4.17	.648
Extrinsic Motivation	52	2	5	3.40	.623

The result from Table 1 indicates that the mean score of parental involvement was 3.38. This shows that the level of parental involvement is categorized as

moderate. Thus, this result indicates that the parents at the school understudy, more precisely in grades 10-12 Science, are moderately involved. In other words, parental involvement at a moderate level means that parents are not fully involved in being the students' motivators, educators, or facilitators.

What is the level of parental involvement in terms of parents as motivators?

The result shows that the mean score was 3.55, which is in the high category. This is because the mean scores of each item have high scores namely in the range of 3.50-4.49, such as 3.84, 3.50, and 4.17. Moreover, based on the results obtained by the researchers, in question number 5, namely "My parents feel that I should continue to study English," has the highest mean score of 4.17. In contrast, question number 10, namely "My parents encourage me to go to English language college," has the lowest mean score of 2.76. Therefore, the overall total of the mean values was 3.55.

What is the level of parental involvement in terms of parents as educators?

The result shows that the means score of parents as educators was 3.34, categorized as moderate. In other words, parents are not fully involved as educators in their children's learning process. Based on the results obtained by the researchers on question number 3 namely "My parents know English" has the highest mean which is 3.50, while in question number 2, namely "My parents help me when I have difficulty doing homework," has the lowest mean (M= 3.13). In addition, the mean value of each item is not more than 3.50 – 4.49, such as 3.13, 3.38. Thus, this might explain why the overall mean score of parents as educators was 3.34.

What is the level of parental involvement in terms of parents as facilitators?

The result shows that the means score of parents as facilitators was 3.12. Based on the data interpretation, the mean score of parents as educators is 2.50 - 3.49; it was categorized as moderate. Based on the results obtained, question number 9, "My parents bought English books and magazines," has the highest mean score of 3.05. In contrast, the question number 11 "My parents did not pay enough attention in my study," has the lowest mean of 2.21. Moreover, the mean scores of items in the category parents as facilitators only range from 2.50 to 3.49; thus, the mean score of parents as facilitators was 3.12.

What is the level of students' motivation in learning English?

The descriptive statistics showed that the students' motivation in learning English was 3.82. Therefore, referring to the interpretation scale for students motivation in learning English, the mean score of 3.82 is between 3.50 – 4.49 which is interpreted as high. This means students at the school understudy are highly motivated in learning English. Based on the results obtained on question number one, namely "Learning English is important because I will need it for my career," the

mean value for this question was 4.53. This shows that students know the importance and benefits of learning English.

What is the level of students’ intrinsic motivation?

The result shows that the mean score of the students’ intrinsic motivation was 4.17. Based on the interpretation, the mean score of the students’ intrinsic motivation is in the range 3.50 – 4.49, it was high categorized. It means that students are highly self-motivated in learning English. Based on the results obtained, in question number 6, namely “I hope that I am fluent in English,” it has the highest mean of 4.57; in contrast, question number 5, namely “I really work hard to learn English,” has the lowest mean of 3.78. In addition, each item's mean value ranges from 3.50 to 4.49, which is categorized as high. Based on the overall mean, the value obtained was 4.17. In other words, the students enjoy learning English without coercion from others, such as parents, teachers, and friends. In addition, the students feel that learning English is essential, interesting and useful for themselves, causing them to have enthusiasm and encouragement to perform well in English.

What is the level of students extrinsic motivation?

The means score of the students’ extrinsic motivation was 3.40. Based on the interpretation, the mean score of students intrinsic motivation is in the range 2.50 – 3.49, which is in the moderate category. Based on the results obtained, question number 9, namely “My parents feel that it is very important for me to learn English,” has a mean value of 4.13. while question number 7 “My English teacher is a source of inspiration for me,” has the lowest mean with a score of 3.00. Furthermore, each item's value ranges from 3.00 and only one item gets a score of 4.13, while the mean scores of the other items are 3.00, 3.30, 3.19, and 3.38. Thus, this explains why the overall mean score of extrinsic motivation was in the moderate category. This means that the students are moderately motivated by external factors in learning English. The external factors include their parents feel that learning English is important for the students and that students believing that knowing English will be respected by others.

Table 2. Correlations

Correlations			Students Motivation
Spearman’s rho	Parental Involvement	Correlation Coefficient	.537**
		Sig. (2-tailed)	.000
		N	52
			1031

Is there any significant correlation between parental involvement and students motivation in learning English?

The last research question was to determine the correlation between parental involvement and students' motivation to learn English. The result from Table 2 shows that the p-value is .000. This means that there is a significant correlation between parental involvement and students' motivation in learning English. McLeod (2019) states that it is significant if the p-value is less than 0.5 or 5%. Table 2 shows that the value of $p = .000$; thus, the alternative hypothesis stating "There is a significant correlation between parental involvement and students motivation in learning English" is accepted. Spearman rho correlation is a calculation that tests the relationship between the two variables and has ordinal data. As shown in Table 2, it can be seen that the significant correlation is positive. A positive correlation means that when one variable rises, the other variable follows (McLeod, 2018).

Furthermore, this correlation is useful for measuring the degree of closeness between one variable and another variable (Raharjo, 2017). The degree of closeness of the relationship between the variables under study can be seen in the r-value. Table 2 shows that the r-value was found to be 0.537. Raharjo (2017) stated that if the correlation coefficient value is 0.51 - 0.75, then it has a strong correlation. Therefore, the result shows that parental involvement strongly correlates with students' motivation in learning English.

Discussion

The result of this study is similar to the one found by Fauziah (2019) where it was also found that parental involvement of students in SMA PGRI 12 Medan was in the moderate category. Fauziah explained that parental involvement was moderate because parents feel that they have given enough attention and motivation to their children. Thus, although parents have given enough attention and motivation to their children, they might not have provided the learning facilities needed or facilitated the students in their learning. Moreover, Khairunisa et al. (2021) found that parental involvement could be moderate because parents are not very active in school activities that require parental participation. An example of participation is parental meetings at the school. This means that when parents are not very active in joining parental meetings at school, it minimizes or limits parents' communication with teachers at school about the development of their children. Thus, parents feeling that they have given enough attention and motivation to their children and their less involvement in school activities could be why the level of parental involvement in this study was also moderate. Unlike the result of this study, Aman et al. (2019) found that parental involvement was low. They assumed that this happened due to the lack of parental roles in helping children's education on academic problems, such as parents not accompanying their children when studying.

Furthermore, parents are highly involved in encouraging or in motivating and encouraging their children's learning process. Ristiani (2015) highlighted that the involvement of parents in providing motivation is a good thing because the motivation given will make children more motivated in learning. On the other hand, parents might not fully engage in helping the students do their assignments. According to Zulparis, Mubarok and Iskandar (2021), parents have an important task in educating children because parents are the first teachers at home. Therefore, the involvement of parents as educators must be considered so that children can obtain a good education that starts from their home environment.

Although parents bought English books and magazines and paid enough attention to the students' studies, their involvement was not high as the items in this category only range in the moderate level. For instance, parents might buy English books and magazines, but they do not always do this; similarly, they may pay attention to the students' studies, but they might sometimes fail to do it. According to Zulifah (2011), parents need to provide the learning needs or facilities to support their children's learning of English; moreover, it can also encourage the children when parents are involved in facilitating their education needs.

Similar to this study, Kusmawati (2014) found that students intrinsic motivation is high because students feel that English is an interesting subject. Hence, they want to get valuable information for their further education. However, unlike this study and the result of Kusmawati, Laeli (2019) found that students at SMA N 1 Kaliworo Wonosobo have moderate intrinsic motivation. Laeli explained that the students were unsure of themselves and felt less curious about learning English. Thus, Laeli's result is different from the one obtained by the researchers and Kusmawati, wherein it was found that students are highly intrinsically motivated in learning English. This could be because students are more curious about learning English and feel that learning English will benefit them and make them educated. On the other hand, according to Long, Ming and Chen (2013), extrinsic motivation is not generated from oneself but is obtained from the surrounding environment. Furthermore, An Min (2010) proposed that extrinsic motivation occurs because of recognition from family, teachers and friends when doing something. Therefore, extrinsic motivation is also crucial for students' learning process as it can help students be more motivated in learning English.

The result shows that when parents are more involved, the students will be more motivated, and vice versa. Izatillah conducted a similar study in 2015, and it was found that there was a significant relationship between parental involvement and students motivation. Because parents are responsible for supporting each of their children's development, parents need to involve themselves in providing

encouragement that can increase students' learning motivation. The correlation between the two variables is significant because as parents help or be involved in students' learning, it can help them be more motivated in learning, knowing that their parents are there to support them.

Conclusion

Based on the research results obtained, it is concluded that parents were not fully involved in the students' learning. Specifically, parents were highly involved as motivators, such as encouraging, but were only moderately involved in being their educators and facilitators. In other words, the parents are not fully involved in being the students' educators and facilitators, but they have been engaged well in motivating the students. Furthermore, in terms of students motivation to learn English, it is concluded that students are highly motivated to learn English. Moreover, intrinsic motivation of students in grades 10-12 in Science was high, meaning that students know the importance of learning English and are self-motivated in learning English. This makes the students enjoy learning English without any external coercion. Furthermore, students' extrinsic motivation was moderate. This means students are motivated to learn English not fully because they feel that learning English can be respected by others or because their parents think learning English is important, but because of other factors. Furthermore, based on the statistical results, it is concluded that if parents are more involved in their children's learning, the more motivated the children are in learning English.

Based on the results obtained, the research proposes these recommendations. Firstly, for students, this study can help bring awareness and increase students motivation in learning English by communicating to their parents how their parents' involvement is related to their motivation to learn English. Furthermore, because the result of intrinsic motivation was high, it recommended that students be more serious and keep learning English as much as as possible. Also, because the level of students extrinsic motivation was moderate, there is a need for more help from the surrounding environment to increase student motivation. It can be in giving gifts or awards to children during the learning process, or parents encouraging their children to learn English as more as possible. Furthermore, because there is a significant correlation between parental involvement and students motivation in learning English, the researchers recommended that parents be more involved in their children's education and always pay attention to the growth and needs of their children.

In addition, the researchers expected that teachers will continue to provide information to parents during their children's learning process. Moreover, since the level of parental involvement was moderate, parents need to be more involved in students learning, such as assisting and helping them in their learning, providing the required facilities, and providing more encouragement toward their students learning. Furthermore, because the level of parental involvement was moderate, it

is recommended to increase it so that the students can get more attention and affection from parents, thus, helping the students in their learning process. In other words, parents must be aware of their children's needs, especially their education needs. Also, parents need to be more involved in the emotional growth of the children. Parents are expected to be able to help children if they have difficulties in learning. It is hoped that parents are involved in providing for their children's needs such as providing complete learning facilities and additional tutoring if needed.

Additionally, since the result of parents as motivators was high, parents are expected to continue to encourage and even show high interest in children learning English. Furthermore, since the results of parents as educators were moderate, the researchers expect parents to guide their children more in the learning process, such as helping when children have difficulties in doing assignments. Additionally, because the results of parents as facilitator was moderate, it is expected that parents can be more fully involved in helping support the need of their children. For instance, parents can buy English books or other English texts or provide additional English lessons to improve their English skills besides the one in the class. Also, students are expected to read English books and magazines more frequently so that students are more motivated and more enthusiastic about learning English.

Moreover, for further research, the researchers recommend direct observation, interviewing the students' parents, and adding the number of respondents. Additionally, other researchers can measure the types of parental involvement, such as volunteering and communicating. Lastly, future researchers can add additional variables, such as parents' occupation, socio-economic status, gender of students, and level of parents' education and conduct similar studies at different education levels and places to enrich the literature on these variables. Additionally, because there is a significant correlation between parental involvement and students motivation in learning English, future researchers can see how each type of parental involvement correlates with the types of students motivation.

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